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ABSTRACT

Prepared to facilitate budgeting and planning at Pikes Peak Community College (PPCC), this institutional profile presents information on the college's programs, enrollments, students, staff, administration, finances, and facilities. The first sections provide a brief history of PPCC and a demographic profile of its service area. The next section lists the degrees and instructional programs offered by the college and traces trends in degrees and certificates awarded. Subsequent sections provide information on: (1) enrollment, including summer, in-/out-of-state, undergraduate, remedial, military installation courses, work experience, and division enrollments; trends since 1980-81; and a comparison of PPCC enrollments with those of other Colorado community colleges; (2) financial aid awards and student demographics; (3) faculty characteristics, including educational level, gender, ethnicity, age, full-time/part-time mix, student to faculty ratio, and step distribution; (4) personal and employment characteristics of classified staff; (5) administrative organization of the college; (6) trends in revenues and allocations; and (7) campus facilities. A glossary is appended. (AJL)

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ED305097

Pikes Peak Community College

INSTITUTIONAL PROFILE

1987 - 1988

DECEMBER 1988

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INSTITUTIONAL PLANNING AND BUDGETING
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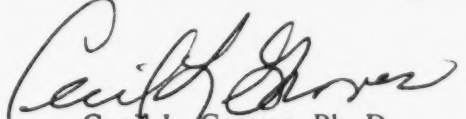
JC 890 114

PREFACE

In any organization - hospital, manufacturing facility, or college - accurate, timely, and accessible information has become the single most important tool essential for success. Pikes Peak Community College is no exception to the rule. We need accurate, timely, and accessible information when making critical decisions which have both immediate and long-term effect upon the different communitites we serve.

This document is a first step in collecting, codifying, compiling, analyzing, and presenting information on a periodic basis which is essential for responsible budgeting and planning. The presentation of information is done, where possible, through the graphic presentation of data. The print publication and its graphs and charts are supported by "object intelligent" information recorded in a digital format. It is our intention, in the very near future, to make available through the different college network environments, electronic access to information for "what if" planning capabilities.

I believe this document to be a very important step in the right direction. My deepest appreciation is expressed to Dale Baxter, Jimmie Bainum, and Mark Klinger for all their hard work and dedication in birthing this vital planning tool. Finally, I am most grateful to Dr. Jamil Qureshi for his oversight and direction of this project.



Cecil L. Groves, Ph. D.
President

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INTRODUCTION

This document was prepared by the Office of Institutional Planning and Budgeting with much appreciated help from President Groves.

Since assuming my position on February 1, 1987, we have focused our efforts on improving the reliability of the information to facilitate data communication among various constituencies of the college community. Besides supporting this goal, this publication will serve to standardize data utilized by the various branches of the college thereby supporting more effective communication and planning.

It is our hope that this publication will improve information accessibility and availability. However, if we have overlooked some important information you would like to see in this publication or we have not presented the information at the level of detail or in the manner or format you would like to see expressed, we would appreciate your comments and advice for future issues.

In conclusion, I would like to take this opportunity to personally thank Jimmie Bainum and Mark Klinger in general and Dale Baxter in particular. Without their dedication, commitment, and hard work, I believe it would have been impossible to publish this document.

M. Jamil Qureshi, Ed. D.
Vice President for Administrative Services

HISTORY

3/4

HISTORY

With the passage of the Community Colleges and Occupational Education Act, the Colorado General Assembly established El Paso Community College in 1967 as a state educational institution under the control of the State Board for Community Colleges and Occupational Education (SBCCOE). House Bill 1448 passed in the same year and provided for a five-member local council for each state system community college to be appointed by the governor. Legislation in 1986 changed the council to seven members each.

Classes began in September of 1969 in rented facilities. Construction of the permanent campus on federal land deeded to the state began in 1976 and was completed for occupancy in the summer of 1978. That year the General Assembly changed the name of the college to Pikes Peak Community College.

Section 23-63-103, C.R.S. 1973, defined the objectives of the college...." to provide and offer educational programs to meet the occupational needs of youth and adults in technical and vocational fields, to provide two-year transfer educational programs to qualify students for admission to the junior year at other colleges and universities, and to provide a broad range of programs of personal and vocational education for adults". In addition, it provided that "The Pikes Peak Community College shall remain always a two-year community college and shall admit all high school graduates and other students with comparable qualifications. In addition, any person, regardless of any previous academic experience, may be enrolled in any courses which he can reasonably be expected to successfully complete."

House Bill 1187 abolished the previous Colorado Commission on Higher Education effective June 30, 1985 and established a new one in its place. This commission was given greater scope and power to plan for and guide state supported higher educational institutions in Colorado. Policies, procedures, and programs developed by this commission have a major influence on the governance and operation of Pikes Peak Community College.

House Bill 1237, passed in 1986, reconstituted the State Board. Three of the nine members were reappointed by the govenor with six new members appointed. This bill modified the representation on the board so that there is a member from each of the six legislative districts as well as three at-large members. The non-voting faculty position was retained and a non-voting student representative was added.

To better serve the needs of the community, Pikes Peak Community College expanded its operations to two additional locations in 1986. Classes are now centrally offered at a Downtown Studio and at a north end campus center at Rampart High School.

SERVICE AREA

SERVICE AREA

The service area of Pikes Peak Community College (PPCC) includes El Paso County (2,129 square miles), Teller County (559 square miles), and Elbert County (1,851 square miles) plus the Limon area of Lincoln County. In addition, some programs and classes are offered at Fort Carson, Peterson Air Force Base, and the United States Air Force Academy, Colorado; at Little Rock Air Force Base, Arkansas; and at several National Guard locations throughout Colorado's contiguous states. Figure 1 shows the counties in Colorado with the PPCC service area being shaded. Most of the enrollments come from the Colorado Springs/El Paso County Metropolitan Area. This is a growing area as shown in table 1 and figure 2 . Indeed, these Pikes Peak Area Council of Governments figures project an increase in population for Colorado Springs of over 35% from 1988 to 2000. Figures from the Census Bureau project a 29% increase in population for the three-county service area over this same period.

FIGURE 1

PIKES PEAK COMMUNITY COLLEGE SERVICE AREA

TABLE 1

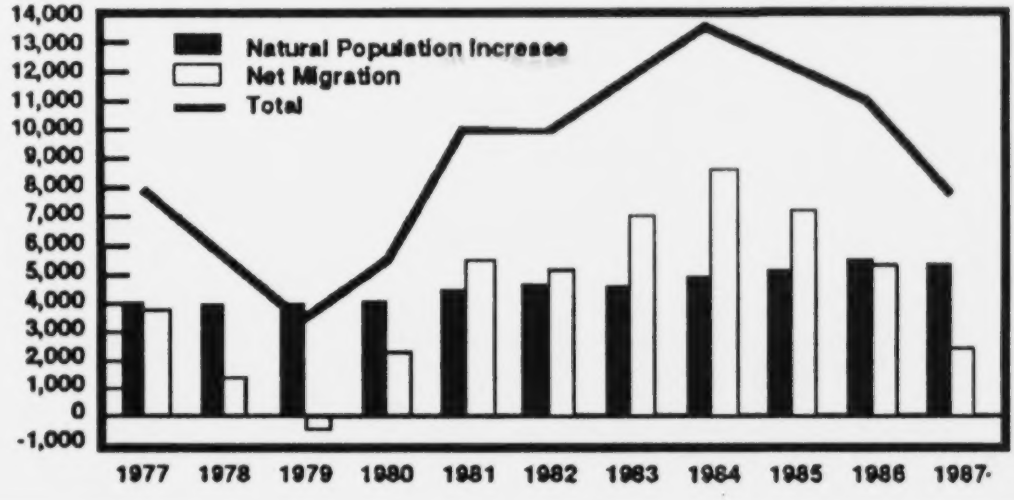
POPULATION	City of Colo. Spgs.	El Paso Cty. Metro Area
1950	45,472	74,523
1960	70,194	143,742
1970	135,501	235,972
1980	215,150	309,424
1988 Estimate	284,400	397,762
1990 Projection	310,337	425,119
2000 Projection	385,477	513,969
2010 Projection	492,998	616,248

(City limits have changed and are changing)

Metro Colo. Spgs. Approx. %	
White	83.5
Black	6.1
Hispanic	8.2
Other	2.2

FIGURE 2

EL PASO COUNTY POPULATION GROWTH



A ZIP Code study conducted by Institutional Planning and Budgeting found that about 90% of the enrollments in 87/88 came from the 809XX (Colorado Springs) and 80817 (Fountain) ZIP Codes. The overall unduplicated penetration rate was about 2.6% while the duplicated penetration rate was about 4.1%. The penetration rate is the enrollment divided by the eligible population (age 16 and over). Figure 3 shows the ZIP Code areas and figure 4 presents the yearly duplicated penetration rates for each ZIP Code area. The duplicated yearly penetration rate ranged from 0.4% for ZIP Code 80928 (East Colorado Center) to a high of 7.5% for 80911 (Security-Widefield). Figure 5 shows the penetration broken down into four quadrants. Note that the yearly penetration is nearly equal for all quadrants except the southeast. Further research is required to determine what factors make Pikes Peak Community College more appealing to that area than to others. Convenience to the college is a possible factor.

If a North Campus were to raise the penetration rates in the north to 5.7% as it is in the southeast, this would generate another 3,332 headcount which would be about another 1,000 student FTE. If this FTE were funded at the 87/88 rate for tuition and general fund, it would generate over $2.75 million in funding. Obviously, a robust study would be required to determine the feasibility, the site, and the appropriate timing for a North Campus. With the growing population of the area and the current location of the college being so far south in the primary enrollment area, this an issue that must be addressed.

FIGURE 3
ZIP CODE MAP

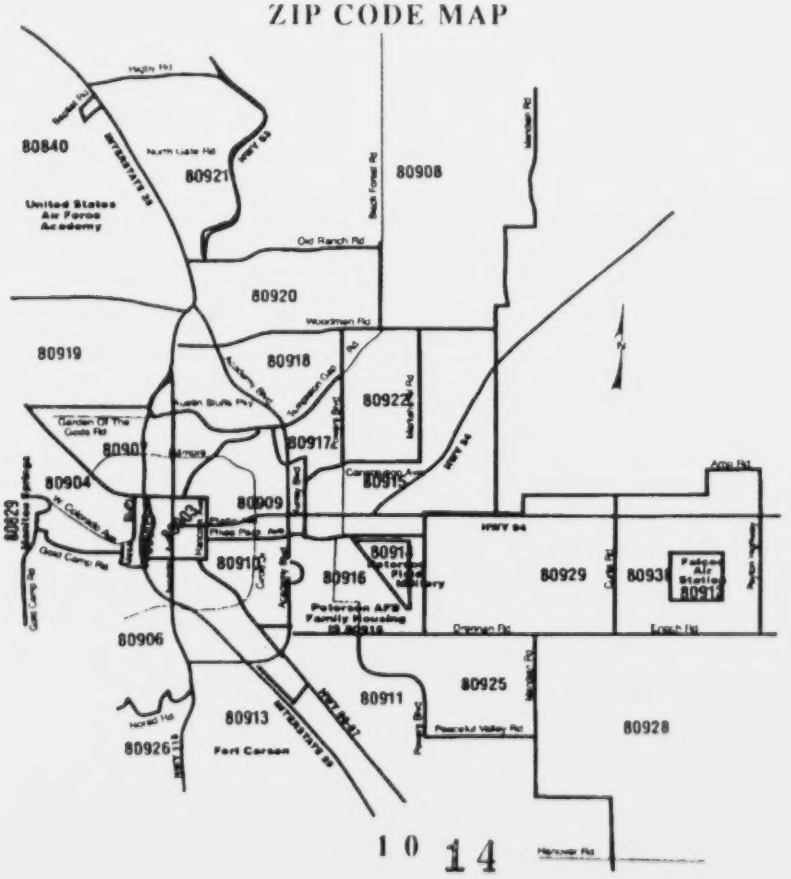


FIGURE 4

PENETRATION - ENROLLMENTS VS ELIGIBLE

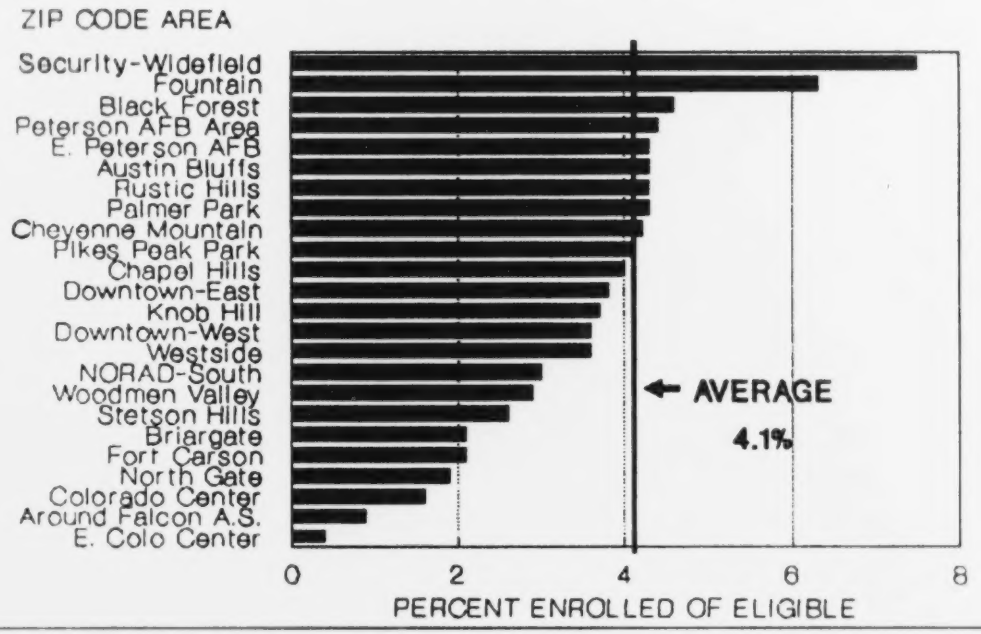
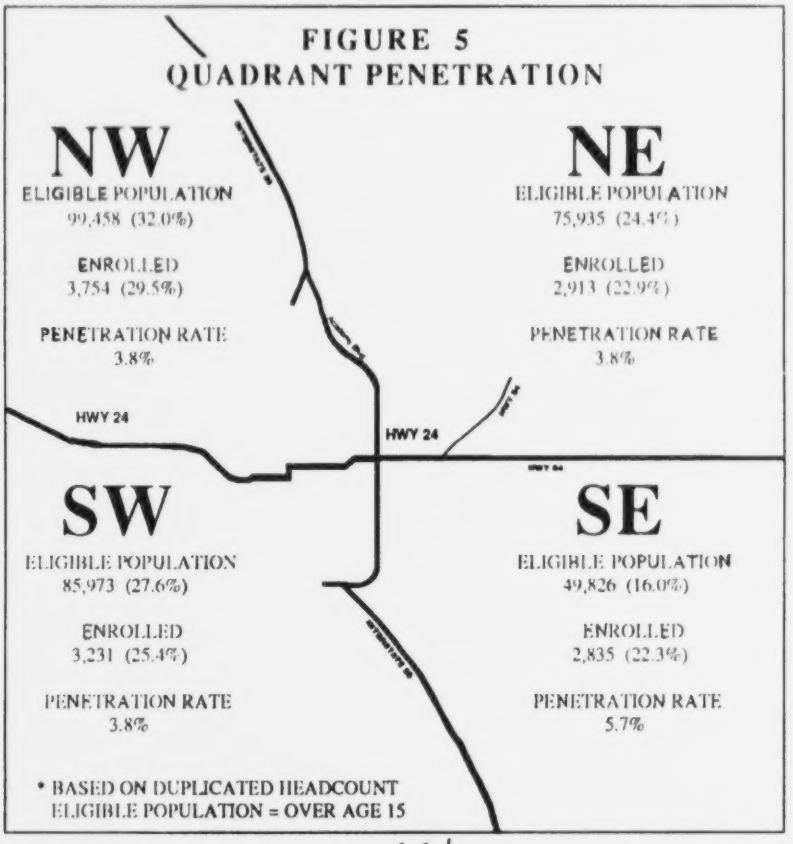


FIGURE 5

QUADRANT PENETRATION



INSTRUCTIONAL PROGRAMS

INSTRUCTIONAL PROGRAMS

Pikes Peak Community College offers the following degrees:

Associate of Applied Science
Associate of Arts (designed for transfer)
Associate of Science (designed for transfer)
Associate of General Studies

In addition, a number of Certificate Programs are offered varying in length from one to three academic terms.

Table 2 shows Programs offered for degrees and certificates.

TABLE 2
INSTRUCTIONAL PROGRAMS

Two Years Toward a Bachelor's Degree

Anthropology
Art
Astronomy
Biological Sciences
Business Transfer
Chemistry
Communications
Computer Science
Dance
Economics
Education
English
Foreign Language
Geography
Geology
Gerontology
History
Humanities
Journalism
Literature
Mathematics
Mathematics & Science
Military Science (ROTC)
Music
Philosophy
Physical Education
Physics
Political Science
Pre-Allied Health
Pre-Engineering
Pre-Med Professions
Psychology
Social Science
Social Work Transfer
Sociology/Anthropology
Space Science
Speech
Theatre

Two-Year Occupational Studies Degrees

Accounting
Advanced Systems Technology (Electronics)
Air Conditioning, Heating, & Refrigeration Technology
Architectural & Construction Technology
Auto Body Repair
Automotive Technician
Broadcasting (Radio or TV)
Business Management
Commercial Art
Computer Information Technology
Criminal Justice Administration
Dental Assisting
Early Childhood Education
Electronics Technology
Financial Services
Food Management
Graphic Arts
Machining Technology
Major Appliance Technology
Marketing Management
Mechanical Design Technology
Nursing
Office Information Technology (Secretarial)
Optics Technology
Risk & Safety Management
Social Services Technician
Welding

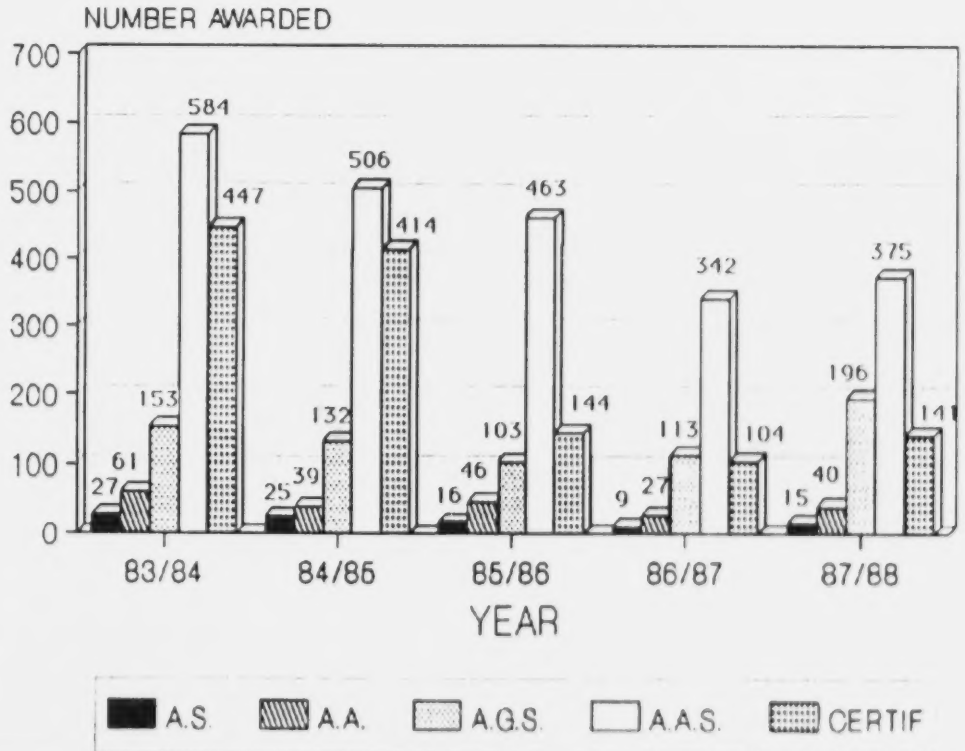
One-Year Certificates

Air Conditioning, Heating, & Refrigeration Technology
Auto Body Repair
Automotive Technician
Broadcasting (Radio or TV)
Carpentry
Clerical
Commercial Art
Criminal Justice Administration
Dental Assisting
Diesel Power Mechanics
Drafting (Architectural or Technical)
Early Childhood Education
Emergency Medical Technician-B & Refresher
Facilities Management
Farrier Science & Master Farrier
Food Management
Graphic Arts
Legal Assistant
Machining Technology
Major Appliance Technology
Marketing Management
Microcomputers for Business
Office Administration
Optics Technology
Risk & Safety Management
Social Services Technician
Supervisory Management
Travel Industry
Welding
Word Processing

Figure 6 shows the number of each type of degree and the number of certificates granted for the past five years. A decreasing trend is evident in all areas through 86/87, reflecting the declining enrollment through 85/86. However, all counts are up for 87/88.

FIGURE 6

DEGREES AND CERTIFICATES AWARDED



A.S. = ASSOCIATE OF APPLIED SCIENCE
A.A. = ASSOCIATE OF ARTS
A.G.S. = ASSOCIATE OF GENERAL STUDIES
A.A.S. = ASSOCIATE OF SCIENCE
CERTIF = CERTIFICATE

Table 3 shows the number of Associate of Applied Science (A.A.S.) degrees for each program within each division. Total A.A.S. degrees granted declined nearly one hundred a year from 83/84 to 85/86. This was a result of veterans finishing their degrees early when they learned that financial support was ending.

TABLE 3

ASSOCIATE OF APPLIED SCIENCE (A.A.S.) DEGREES GRANTED BY DIVISION AND PROGRAM

	83/84	84/85	85/86	86/87	87/88
DIVISION OF BUSINESS AND OFFICE MANAGEMENT					
ACCOUNTING	22	13	19	15	16
BUSINESS ADMINISTRATION	45	40	27	20	34
COMPUTER INFORMATION SYSTEMS	65	54	62	20	28
LEGAL OFFICE INFO TECHNOLOGY	0	7	0	6	4
MARKETING MANAGEMENT	13	17	15	6	14
OFFICE INFORMATION TECHNOLOGY	30	8	22	15	9
RISK AND SAVETY MANAGEMENT	8	7	6	1	2
TOTAL	183	146	151	83	107
DIVISION OF INDUSTRIAL AND SERVICE OCCUPATIONS					
AUTO BODY REPAIR	9	10	3	9	8
AUTOMOTIVE TECHNOLOGY	46	41	29	23	23
COMMERCIAL ART	27	18	21	16	16
CRIMINAL JUSTICE	56	40	37	23	23
FIRE SCIENCE TECHNOLOGY	5	5	7	4	3
FOOD MANAGEMENT	13	12	8	2	5
GRAPHIC ARTS	12	7	13	9	8
HEAVY VEHICLE MECHANICS	12	8	0	3	0
URBAN HORTICULTURE	3	8	4	0	1
WELDING	27	11	15	7	4
TOTAL	210	160	137	96	91
DIVISION OF MATHEMATICS AND SCIENCE					
NURSING	31	39	48	63	82
DIVISION OF SOCIAL SCIENCES AND EDUCATION					
SOCIAL SERVICES TECHNICIAN	5	10	4	9	13
DIVISION OF TECHNICAL AND HEALTH OCCUPATIONS					
ADVANCED SYSTEMS TECHNOLOGY	0	0	5	0	1
AIR CONDITIONING, HEATING, & REFRIG	13	10	13	12	5
ARCHITECTURAL & CONSTRUCTION	8	6	6	1	10
AVIATION ADMINISTRATION	4	2	0	0	0
AVIATION MAINTENANCE MANAGEMENT	0	0	2	1	3
BROADCASTING	16	14	5	9	6
DENTAL ASSISTING	5	7	6	5	4
DIATETIC TECHNICIAN	4	0	2	0	2
EARLY CHILDHOOD EDUCATION	13	12	11	3	4
ELECTRONICS TECHNOLOGY	65	79	51	40	27
INDUSTRIAL OPTICS	1	3	4	3	0
INTEGRATED CIRCUIT FABRICATION	0	0	0	1	0
MACHINING TECHNOLOGY	17	3	10	6	5
MAJOR APPLIANCE REPAIR	5	7	3	4	5
MECHANICAL DESIGN TECHNOLOGY	4	8	5	6	5
OPTICS TECHNOLOGY	0	0	0	0	5
TOTAL	155	151	123	91	82
GRAND TOTAL A.A.S. DEGREES	584	506	463	342	375

Table 4 provides the same information for the certificate programs. A substantial decline is evident from 84/85 to 85/86. Most of this is explained by the loss of the Medical Emergencies Refresher Certificate in 85/86 which had been producing about 200 certificates a year. In addition, the college eliminated several programs which had heavy veteran enrollment.

TABLE 4
CERTIFICATES GRANTED BY DIVISION AND PROGRAM

	83/84	84/85	85/86	86/87	87/88
DIVISION OF BUSINESS AND OFFICE MANAGEMENT					
CLERICAL	4	6	3	1	1
COMPUTER INFORMATION TECHNOLOGY	0	0	0	0	2
DATA PROCESSING	18	29	6	0	0
LEGAL ASSISTANT	13	18	11	10	7
MARKETING MANAGEMENT	1	2	2	2	2
MICROCOMPUTERS FOR BUSINESS	0	0	3	11	9
OFFICE ADMINISTRATION	0	0	0	0	1
RISK AND SAVETY MANAGEMENT	4	1	1	0	0
SUPERVISORY MANAGEMENT	0	0	0	0	4
WORD PROCESSING	16	21	20	18	22
TOTAL	56	77	46	42	48
DIVISION OF INDUSTRIAL AND SERVICE OCCUPATIONS					
AUTO BODY REPAIR	3	8	0	2	0
AUTOMOTIVE TECHNOLOGY	10	8	9	4	5
CARPENTRY	4	9	2	0	10
COMMERCIAL ART	0	0	0	1	0
CRIMINAL JUSTICE	39	22	5	6	0
DIESEL POWER MECHANICS	0	0	0	0	1
FACILITIES MANAGEMENT	0	0	2	4	2
FARRIER SCIENCE/MASTER FARRIER	27	9	0	0	0
FIRE SCIENCE	4	1	6	2	0
FOOD MANAGEMENT	7	9	0	1	0
FOOD PREP SCIENCE	0	0	1	0	1
GRAPHIC ARTS	1	4	1	2	3
INDUSTRIAL BLDG MAINTENANCE	0	0	0	0	1
URBAN HORTICULTURE	1	3	1	0	0
WELDING	8	2	7	5	1
TOTAL	104	75	34	27	24
DIVISION OF MATHEMATICS AND SCIENCE					
PRACTICAL NURSING	31	14	2	2	23
DIVISION OF SOCIAL SCIENCES AND EDUCATION					
SOCIAL SERVICES TECHNICIAN	4	6	0	4	3
DIVISION OF TECHNICAL AND HEALTH OCCUPATIONS					
AIR CONDITIONING, HEATING, & REFRIG	3	3	3	4	8
BROADCASTING	11	4	1	5	1
DENTAL ASSISTING	9	8	0	7	0
DRAFTING	0	0	5	1	2
EARLY CHILDHOOD EDUCATION	11	8	5	5	5
ELECTRICAL DISTRIBUTION	2	0	0	0	0
ELECTRONIC EQUIPMENT REPAIR	6	8	0	0	0
EMERGENCY MEDICAL TECHNICIAN	0	0	42	0	1
MACHINING TECHNOLOGY	3	0	0	0	27
MEDICAL EMERGENCIES REFRESHER	192	201	0	0	0
MAJOR APPLIANCE TECHNOLOGY	4	4	3	1	0
OPTICS TECHNOLOGY	0	0	3	3	0
SHEET METAL PRECISION	1	0	0	0	0
UPHOLSTERY	10	6	0	3	1
TOTAL	252	242	62	29	43
GRAND TOTAL CERTIFICATES	447	414	144	104	141

ENROLLMENT INFORMATION

19/2021

ENROLLMENT INFORMATION

This section provides enrollment information including the enrollment profile for fall 1987, trends in enrollment for summer, spring, and fall from 80/81 to 87/88, and a comparison of Pikes Peak Community enrollment with other State Board for Community Colleges and Occupational Education (SBCCOE) facilities.

PROFILE:

Table 5 contains data as reported to the Colorado Commission on Higher Education (CCHE) and represents the official statistics for 87/88 enrollment.

TABLE 5

OFFICIAL CCHE REPORT INFORMATION - 87/88

REPORT	LEVEL	HEADCOUNT	CREDIT HRS	FTE (ANNUAL)
SUMMER:				
IN-STATE	UNDERGRAD	2,510	16,521	550.7
	REMEDIAL		189	6.3
	TOTAL	2,510	16,710	557.0
OUT-OF-STATE	UNDERGRAD	70	462	15.4
TOTAL		2,580	17,172	572.4
FALL:				
IN-STATE	UNDERGRAD	5,623	49,753	1,658.4
	REMEDIAL		553	18.4
	TOTAL	5,623	50,306	1,676.8
OUT-OF-STATE	UNDERGRAD	173	1,738	57.9
TOTAL		5,796	52,044	1,734.7
SPRING:				
IN-STATE	UNDERGRAD	5,671	51,333	1,711.1
	REMEDIAL		711	23.7
	TOTAL	5,671	52,044	1,734.8
OUT-OF-STATE	UNDERGRAD	139	1,512	50.4
TOTAL		5,810	52,845	1785.2
YEAR:				
IN-STATE	UNDERGRAD	14,186	117,607	3,920.2
	REMEDIAL		1,453	48.4
	TOTAL	14,186	119,060	3,968.6
OUT-OF-STATE	UNDERGRAD	382	3,712	123.7
GRAND TOTAL:		14,568	122,772	4,092.3

Although Table 5 contains the enrollment information most often referred to for various reports, it is not representative of the total population served by PPCC. There are a number of programs that do not count for state credit and are therefore not included in the table. Included in these programs are:

MILITARY INSTALLATION COURSES -

Courses taught on military installations including the Air Force Academy, Peterson AFB, Little Rock AFB, Fort Carson, and National Guard locations are not counted in our official FTE and Headcount figures.

STUDENT WORK EXPERIENCE EVALUATION PROGRAM (SWEEP) -

The college offers evaluation of credits from a variety of sources including achievement on testing programs and evaluation of college, DANTES, service schools, and formal courses sponsored by certain non-collegiate organizations. Skills, training, and experience obtained in various work situations are also evaluated and college credit is awarded to eligible students under SWEEP.

SWEEP also allows a student to earn college credit by satisfying course objectives through a combination of regular classroom activities, independent study, intensive and accelerated classroom instruction, and demonstrated prior knowledge. For independent study courses, instructors are available to consult with students on a weekly basis. For instructor enhanced courses (advanced placement), students meet with instructors for a minimum of fifteen hours of intensive instructional activity.

INDUSTRIAL RELATIONS AND ECONOMIC DEVELOPMENT SERVICES -

Training activities and support services are provided to meet specific in-plant and customized training needs of various businesses and industries within the PPCC service area.

AREA VOCATIONAL PROGRAM (AVP) -

The AVP provides skill training to high school juniors and seniors who wish to be employable upon graduation from high school. Students attend the college through a contractual agreement with the participating school districts. Students are enrolled three hours each day for the duration of a school year.

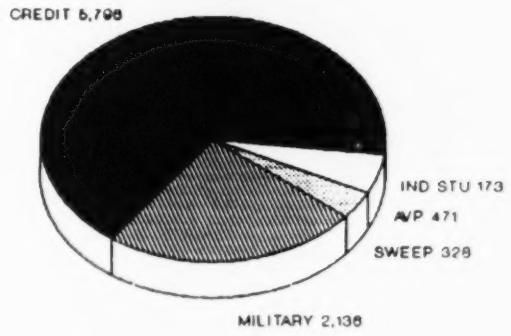
Figure 7 portrays the additional student headcount and FTE served by the non-credit programs. Combining credit and non-credit headcount, a total of 9,206 students were served in fall 87/88. This amounts to a 59% increase over credit students alone. Combined FTE would be 4,303.7 (semesterized) which represents an increase of 24% over credit FTE alone. Since the Area Vocational Progam (AVP) is an annual program, the total headcount is included, but the annual FTE is divided by two for this chart. The contribution for the fall for Industry Programs was estimated by Industrial Relations based on half of their annual production.

FIGURE 7

FALL 87/88 ENROLLMENT - ALL PROGRAMS

HEADCOUNT

TOTAL = 9,206



FALL 87/88 ENROLLMENT - ALL PROGRAMS

FTE (SEMESTERIZED)

TOTAL = 4,303.7

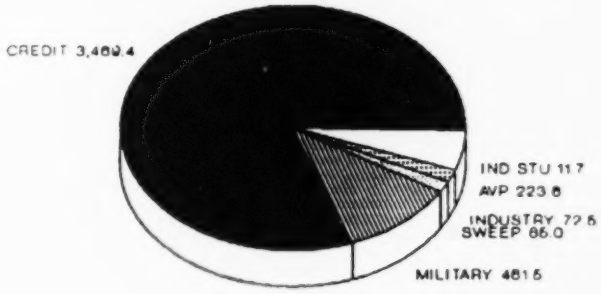
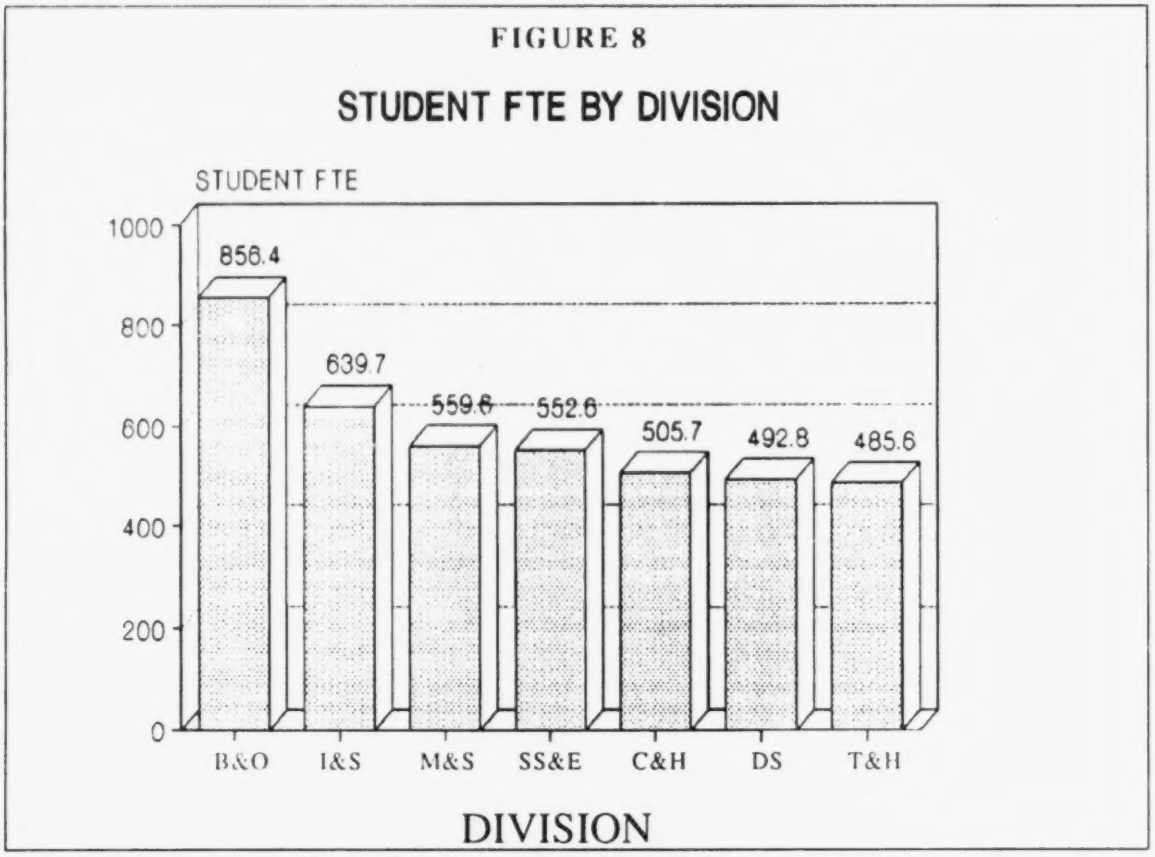


Figure 8 shows how the 4,092 credit student FTE for the 87/88 year was split among the seven divisions. Business and Office produced the most student FTE, followed by Industrial and Service.

FIGURE 8



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I&S = INDUSTRIAL & SERVICE OCCUPATIONS DIVISION
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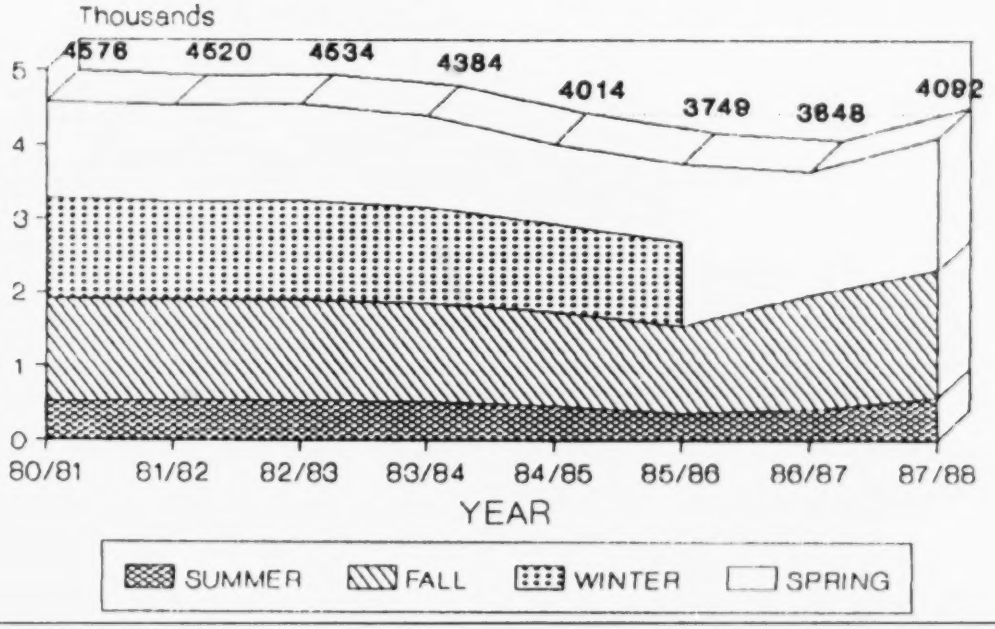
C&H = COMMUNICATIONS & HUMANITIES DIVISION
DS = DEVELOPMENTAL STUDIES DIVISION
T&H = TECHNICAL & HEALTH OCCUPATIONS DIVISION

ENROLLMENT TRENDS:

Figure 9 shows the annualized FTE for the past eight years. In addition, the chart shows the FTE by quarter/semester. Pikes Peak Community College transitioned to the semester system from the quarter system beginning in fall 86/87. Although FTE had been gradually declining to that point, a substantial increase is evident in 87/88.

FIGURE 9

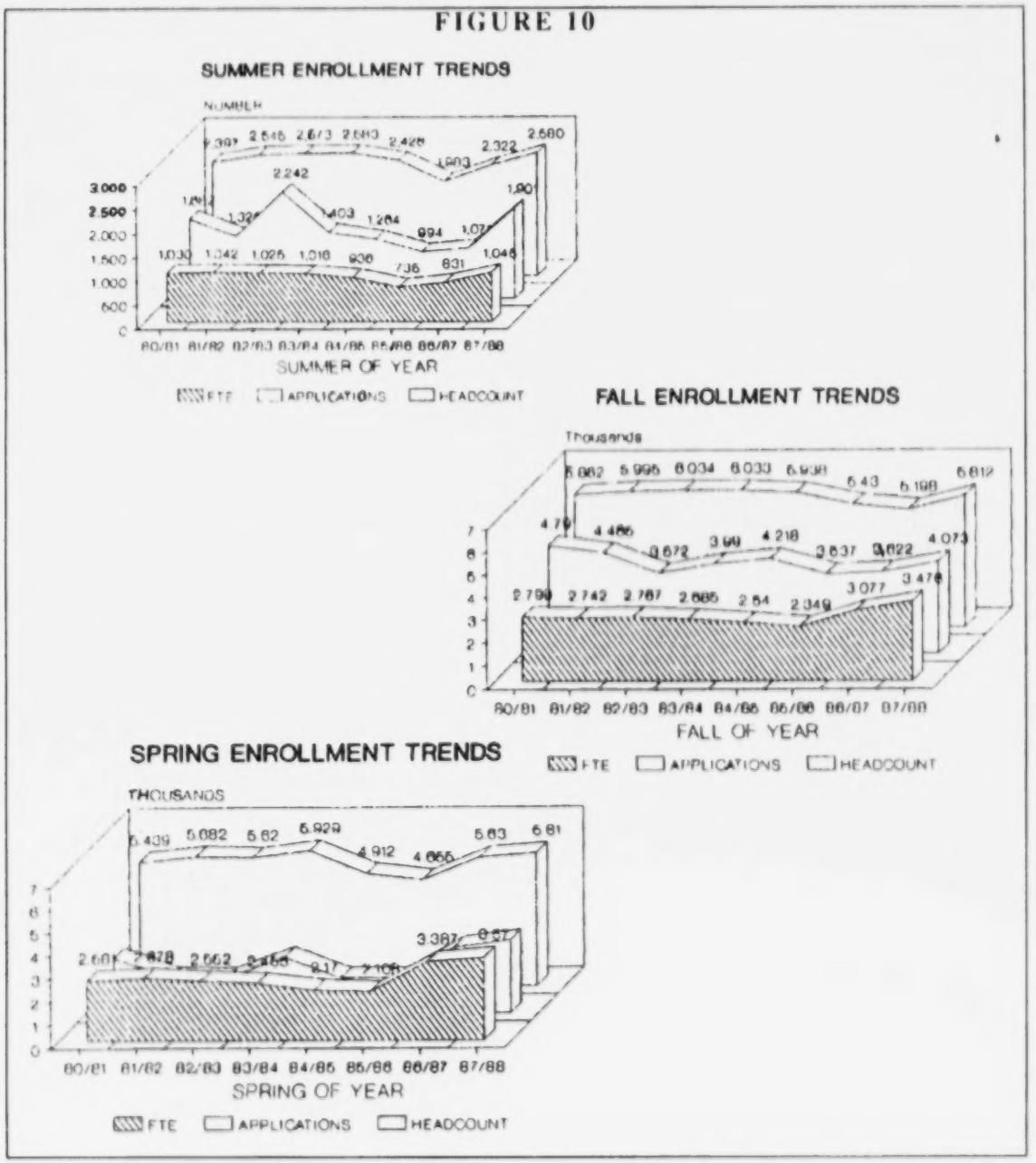
ENROLLMENT TRENDS - FTE



Note that with the advent of the semester system, the winter quarter no longer exists after the 85/86 year.

In figure 10, all FTE has been semesterized in order to compare under both the quarter and semester systems. No data is included for the winter quarters. In general, there is a strong relationship between applications, headcount, and FTE. There was a peak in applications in the summer of 82/83 resulting from a concerted effort to increase applications. However, there was a corresponding decrease in applications in fall of that year and FTE had no similar peaks and valleys. Thus the only impact appears to have been earlier receipt of applications.

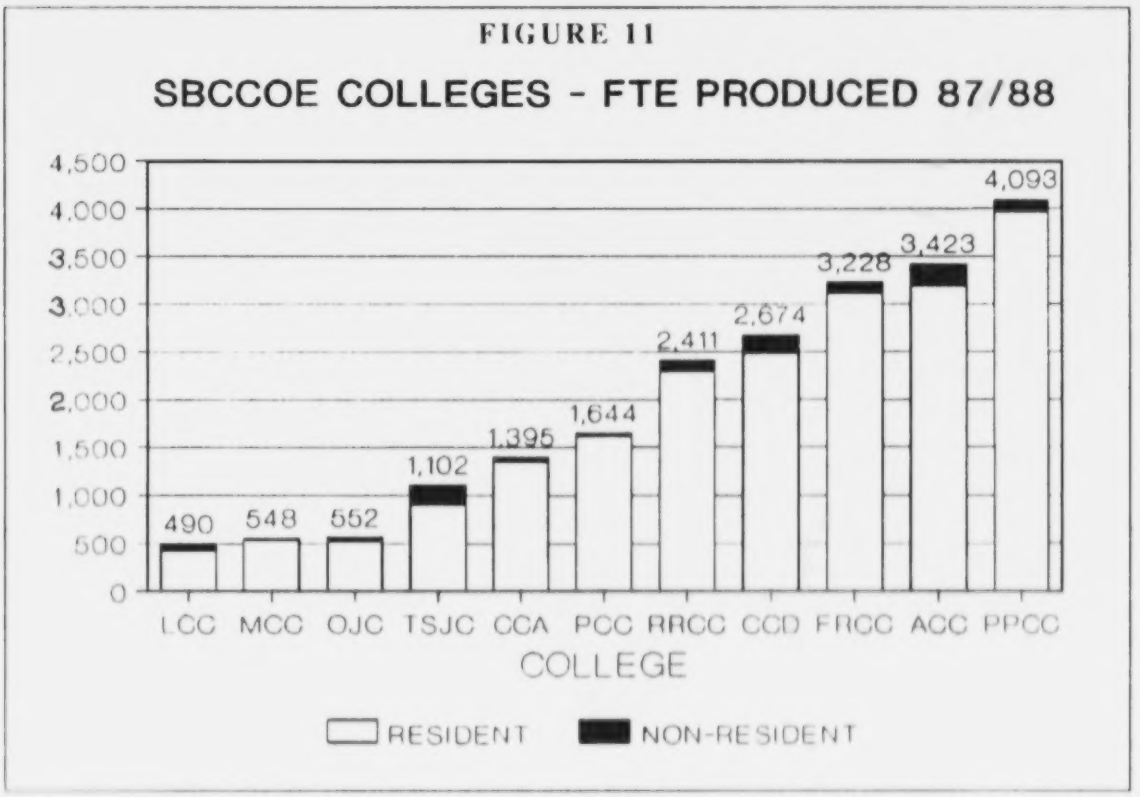
FIGURE 10



ENROLLMENT COMPARISON:

The relative FTE produced by State Board for Community Colleges and Occupational Education (SBCCOE) colleges is shown in figure 11. Pikes Peak Community College produces nearly 19% of the total FTE in the SBCCOE system.

FIGURE 11



LCC - Lamar Community College
MCC - Metro Community College
OJC - Otero Junior College
TSJC - Trinidad State Junior College
CCA - Community College Aurora
PCC - Pueblo Community College
RRCC - Red Rocks Community College
CCD - Community College Denver
FRCC - Front Range Community College
ACC - Arrapahoe Community College
PPCC - Pikes Peak Community College

STUDENT INFORMATION

29

STUDENT INFORMATION

This section provides information on student financial aid as well as student profile information and a comparison with characteristics in El Paso county.

FINANCIAL AID:

Pikes Peak Community College is the leader among Colorado community colleges in obtaining financial assistance for qualified students. The following types of financial aid are available:

SCHOLARSHIPS:
- Colorado Scholarships
- Private Donor Scholarships
- PPCC Foundation Scholarships

GRANTS IN AID:
- Colorado Grants
- Colorado State Incentive Grants (CSIG)
- Pell Grants
- Supplemental Educational Opportunity Grants (SEOG)

LOANS:
- Colorado Guaranteed Student Loans

EMPLOYMENT OPPORTUNITIES:
- College Work-Study Employment (Federal)
- Colorado Work-Study Employment (State)
- Part-Time Employment (Off-Campus)

The trends in these awards over the past five years are shown in figures 12 through14. Figure 12 shows that the total number of awards has increased by about 16% over the past five years. A slight decrease was experienced in 86/87 although both number of Guaranteed Student Loans and Pell Grants increased in that year.

Figure 13 reveals that total dollars awarded topped out in 85/86 and has been relatively constant between 86/87 and 87/88. Notice that Guaranteed Student Loan dollars increased through 85/86 and decreased from 85/86 through 87/88. This trend was nearly offset by corresponding increases in Pell Grant dollars which took over as the greatest source of funding in 87/88.

The average amount of award increased through 86/87 as shown in figure 14. This factor decreased nearly $100 in 87/88 compared to 86/87 since number of awards increased approximately 8% while total dollars awarded remained nearly constant.

FIGURE 12
FINANCIAL AID - NUMBER OF AWARDS

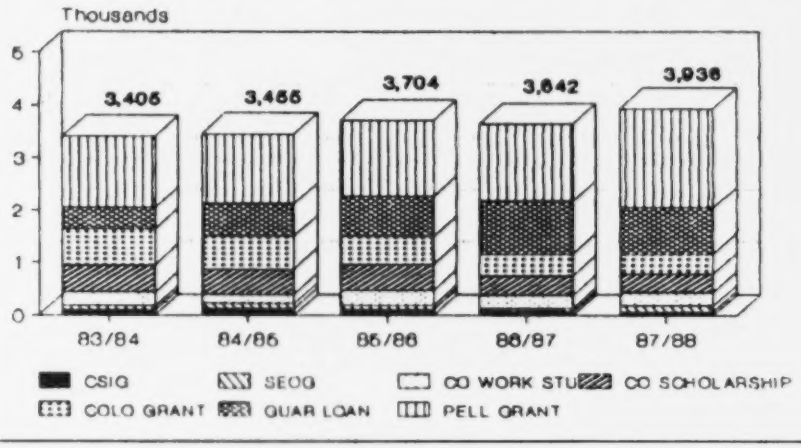


FIGURE 13
FINANCIAL AID - TOTAL DOLLARS AWARDED

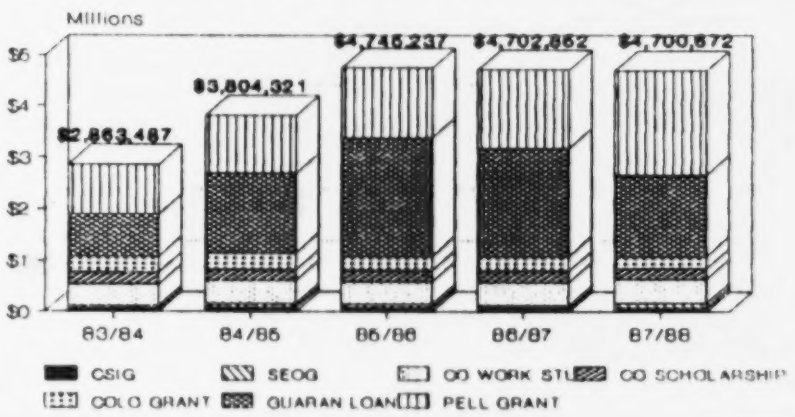
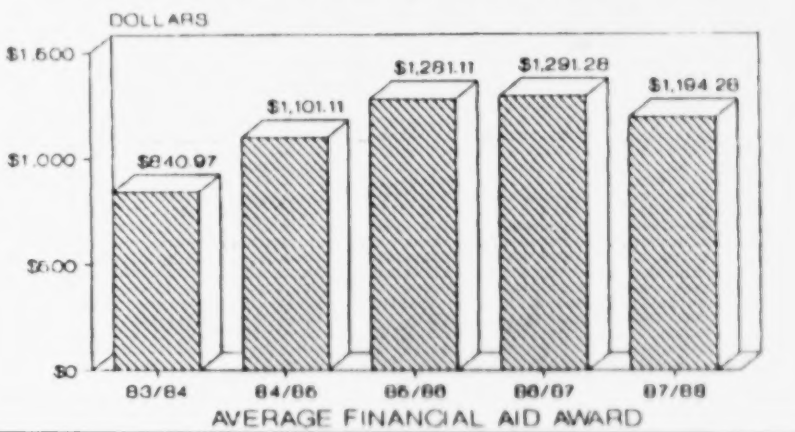


FIGURE 14
FINANCIAL AID - AVERAGE AWARD



STUDENT PROFILE:

Figures 15 through 20 profile the PPCC student. Some observations from these charts are:

Figure 15 - Pikes Peak Community College welcomes students from all ethnic backgrounds. Special classes are available to assist those who require training in the English language.

Figure 16 - The college serves students ranging in age from 16 to well over 70.

Figure 17 - Females outnumber males and comprised 56% of the student population over the 87/88 year.

Figure 18 - A full-time student is defined as one who takes at least 12 credit hours (however, 15 hours is the standard for a student Full-Time Equivalent for state funding purposes). Although full-time students comprised only 39.1% of the student population for fall, they accounted for 62.4% of the credit hours taken.

Figure 19 - The day/night load is not actually a measure of students but rather is the percent of credit hours taken in day or night. Students may be strictly day, strictly night, or a mixture of day and night. In any case, slightly more course work is taken in the day than at night.

Figure 20 - The final chart shows the relative number of each type of enrollment for summer, fall, and spring. The percentages for the year are shown at the top of each category. About 60% of the students are continuing, meaning they had not missed more than one semester before re-enrolling.

FIGURE 15

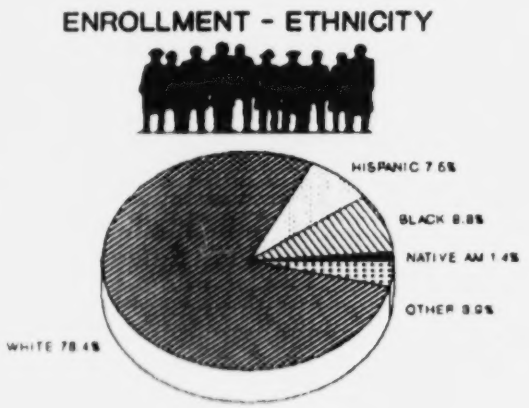


FIGURE 16

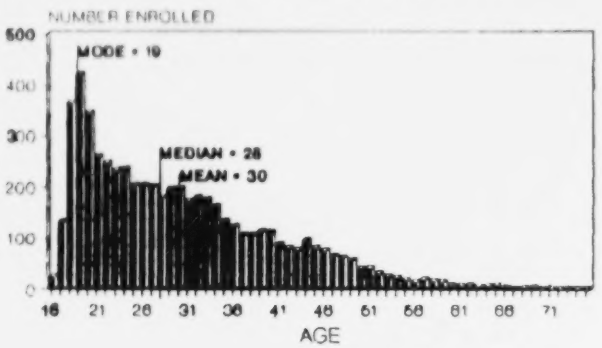


FIGURE 17

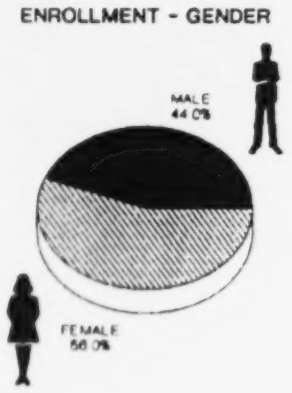


FIGURE 18

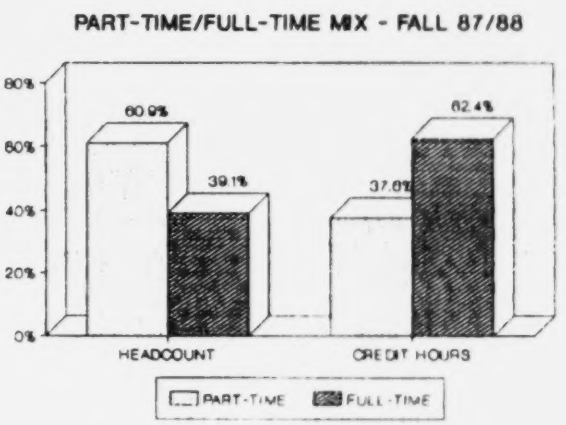


FIGURE 19

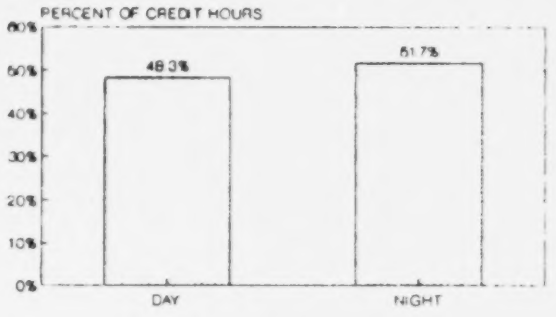
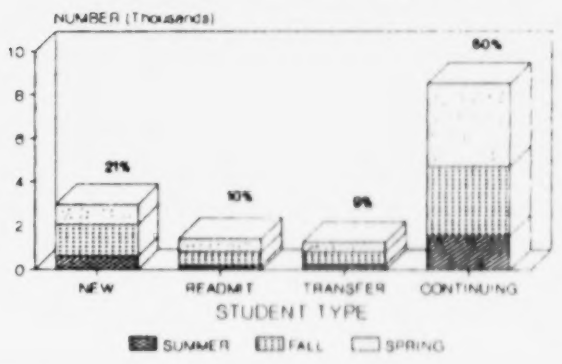


FIGURE 20



ENROLLMENT COMPARISON:

In figure 21, PPCC enrollment ethnicity is compared with the ethnicity for the El Paso County metropolitan area as provided by the Pikes Peak Area Council of Governments (PPACG). PPCC is well represented in every minority category.

The enrollment gender is compared in figure 22. The population in the El Paso county is nearly 50/50 whereas PPCC has a higher female enrollment (56%).

FIGURE 21

87/88 ENROLLMENT - ETHNICITY COMPARISON

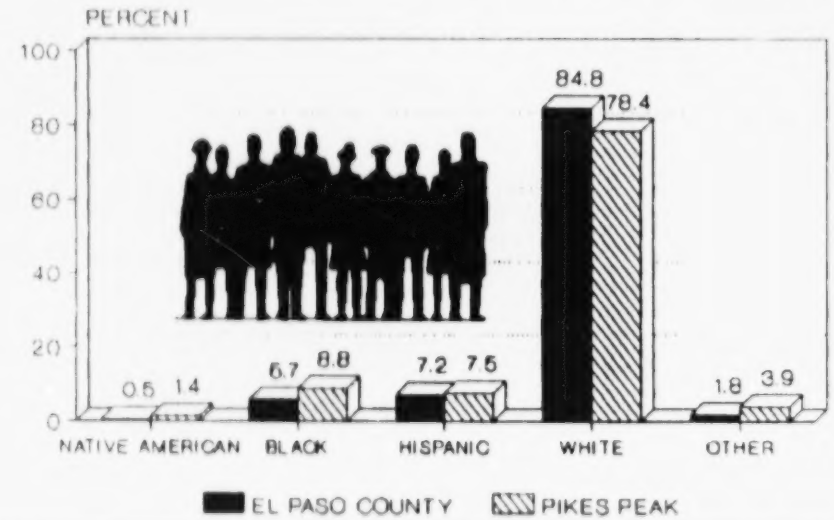
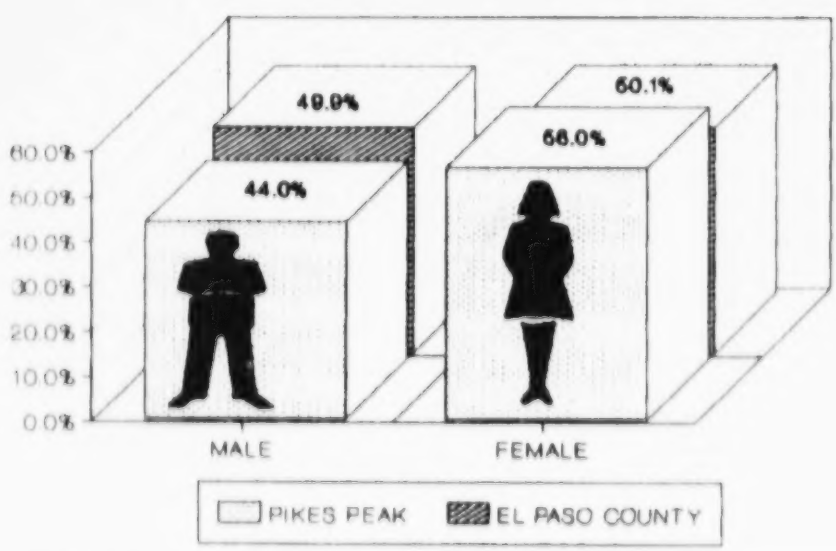


FIGURE 22

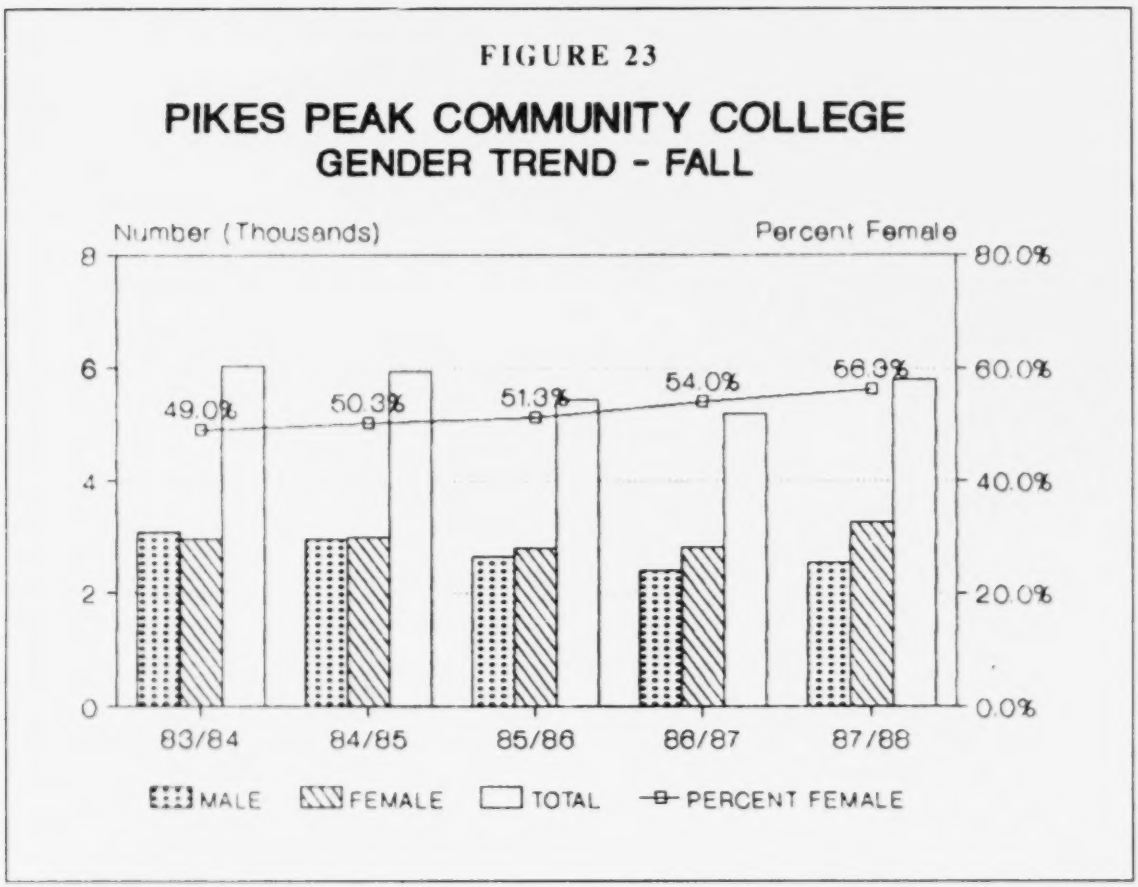
87/88 ENROLLMENT - GENDER COMPARISON



GENDER TREND:

Figure 23 shows that although actual number of females was decreasing through 86/87, the percentage of female students enrolling at Pikes Peak Community College has shown a steady increase through 87/88. The bars show numbers enrolled according to the left-hand scale while the line shows the percent of females enrolled according to the right-hand scale.

FIGURE 23



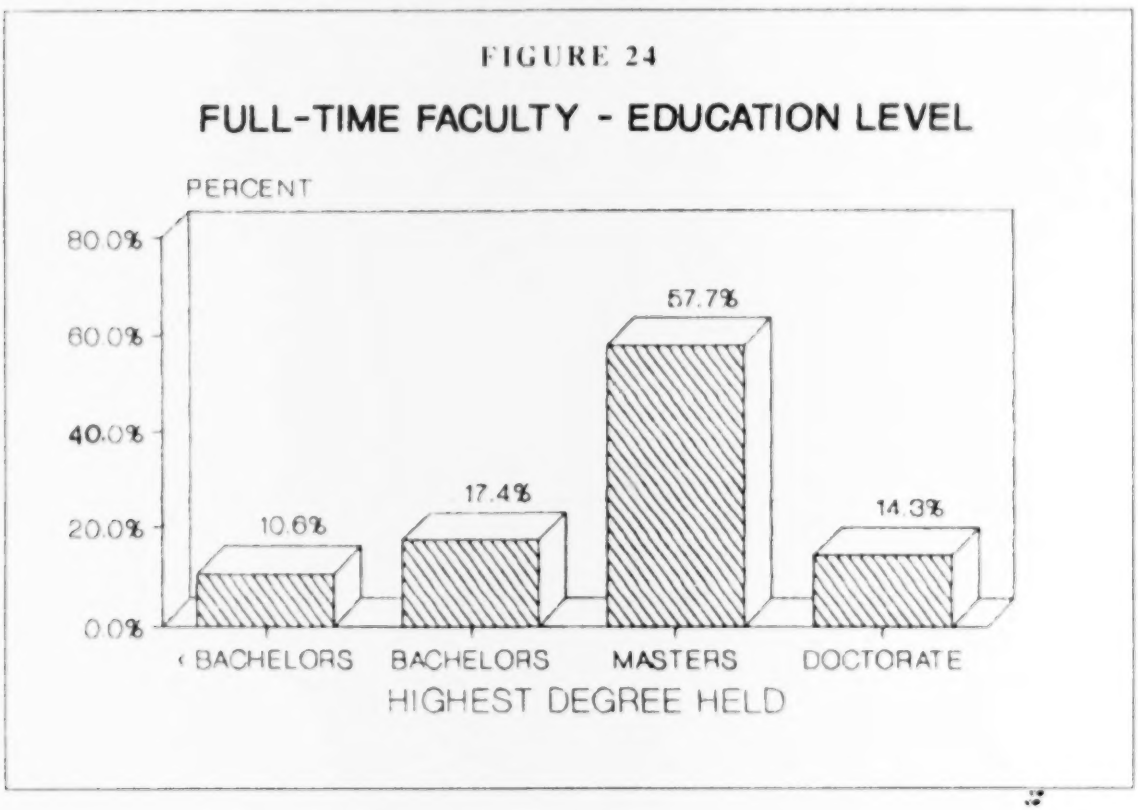
FACULTY INFORMATION

FACULTY PROFILE

There are a total of 105.0 full-time, appropriated fund FTE faculty. These faculty are considered in terms of FTE since some are on limited contracts and do not teach for the complete nine-month period. The information presented includes both academic and vocational faculty and includes approximately 6 FTE non-teaching faculty working as counselors and librarians.

Figure 24 shows the percent of faculty at each education level. The faculty is very well educated and qualified for their teaching duties. Those with less than a bachelors degree hold associate degrees, certificates, or special certification.

FIGURE 24



Faculty gender is shown in figure 25. There are about 29 more males on the faculty than female.

Figure 26 shows faculty minority employment compared to faculty availability as published in special tabulation of 1980 Census of Population - Copyright (C) 1982 R. E. Biddle.

Pikes Peak Community College is below the availability percentages in both black and Hispanic categories but exceeds the minority availability overall.

A histogram of faculty age is presented in figure 27. The 40-43 age group has the greatest frequency and each group thereafter has decreasing frequency.

FIGURE 25

FACULTY - GENDER

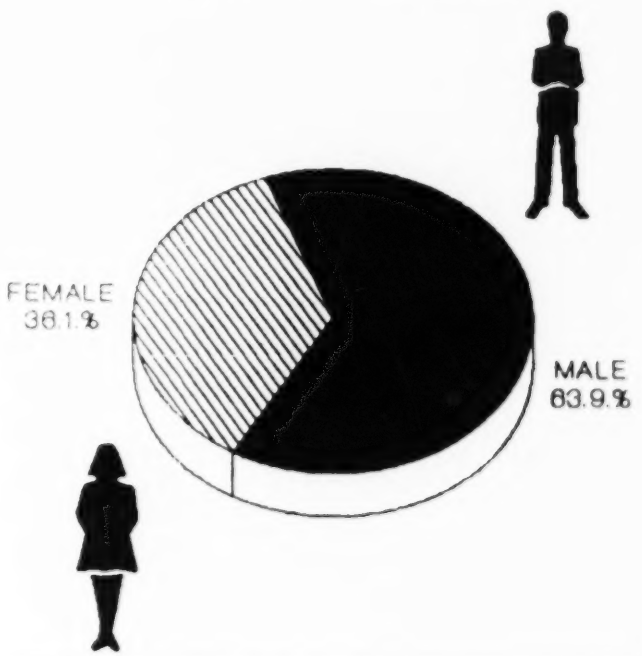


FIGURE 26

MINORITY EMPLOYMENT VS AVAILABILITY FACULTY WORKFORCE

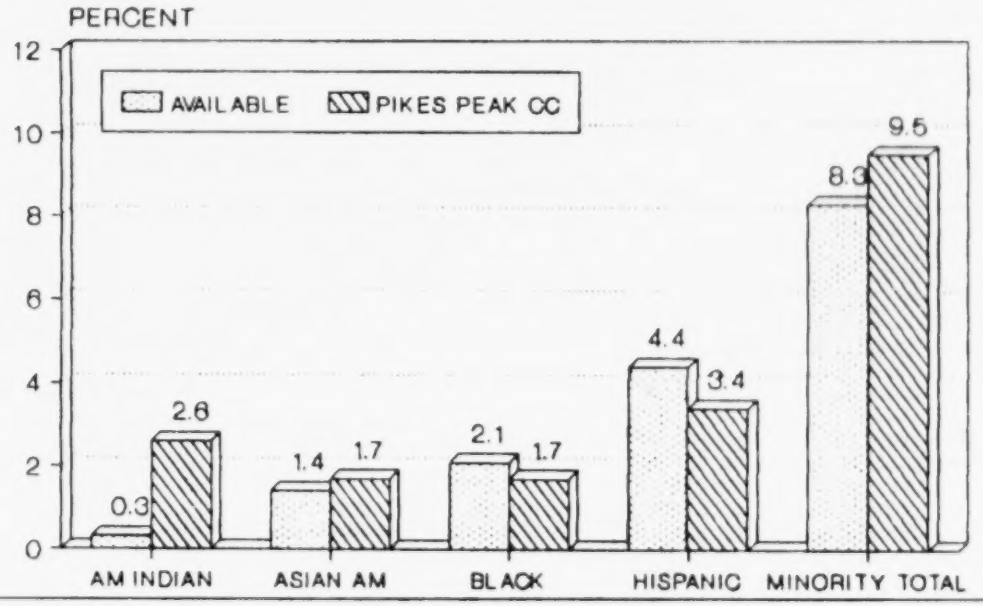


FIGURE 27

FULL-TIME FACULTY AGE

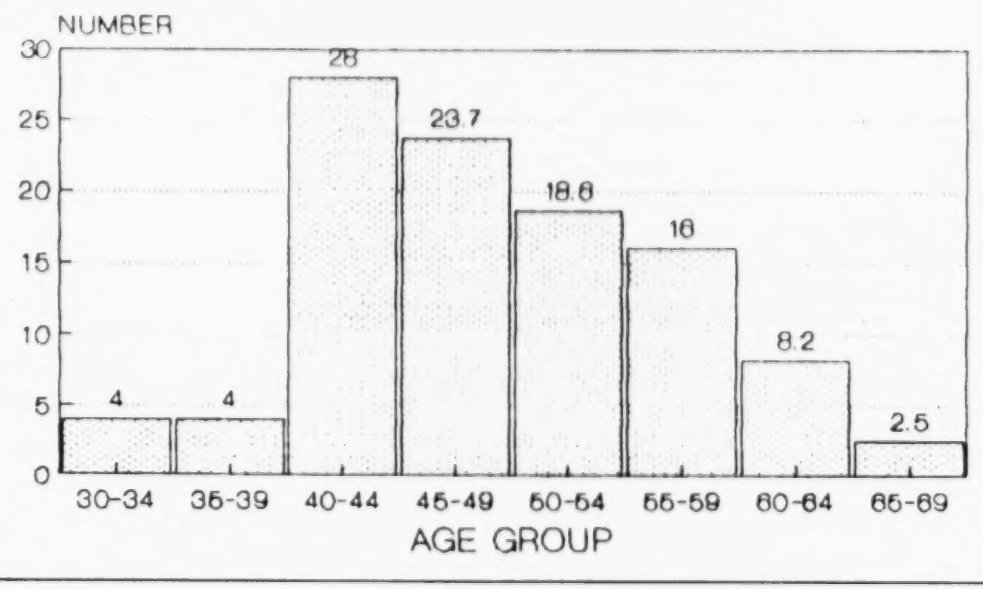


Figure 28 shows the full-time to part-time mix for each division. Overall, there were 42.8% full-time and 57.2% part-time.

The average full-time faculty salary (9 months) as of October 3, 1988 is $29,594 and the average benefit is $5,310. Thus the average compensation is $34,904.

FIGURE 28

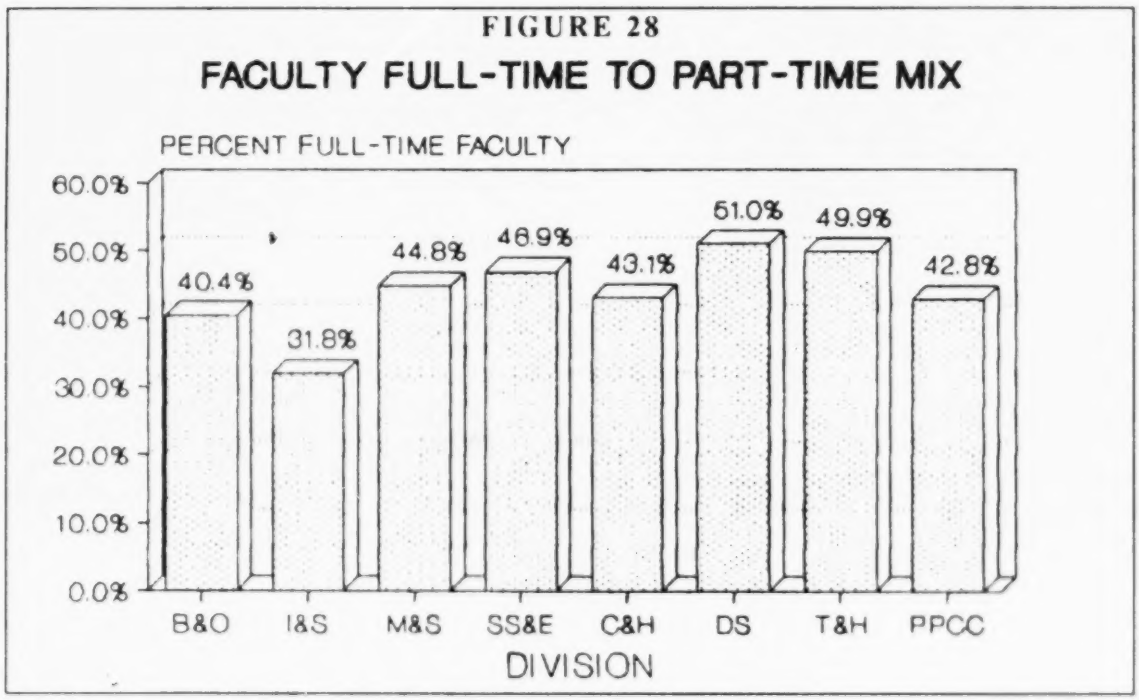


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Table 6 shows the full-time/part-time faculty for the combined AACJC colleges according to "Where America Goes to College". The trend is clearly toward increasing use of part-time faculty.

TABLE 6
Faculty at AACJC Community, Technical, and Junior Colleges

	Full-Time		Part-Time	
YEAR	NUMBER	PERCENT	NUMBER	PERCENT
1973	89,958	59%	61,989	41%
1976	88,277	44%	111,378	56%
1980	104,777	44%	134,064	56%
1986	110,909	40%	164,080	60%

The student-to-faculty ratio is an important factor in the operation of the college. The ratios are provided in figure 29 by division and are compared to the Colorado Commission on Higher Education (CCHE) standards. The ratio for the year for the college was 16.1 to 1 including administrative personnel.

FIGURE 29

STUDENT TO FACULTY RATIOS

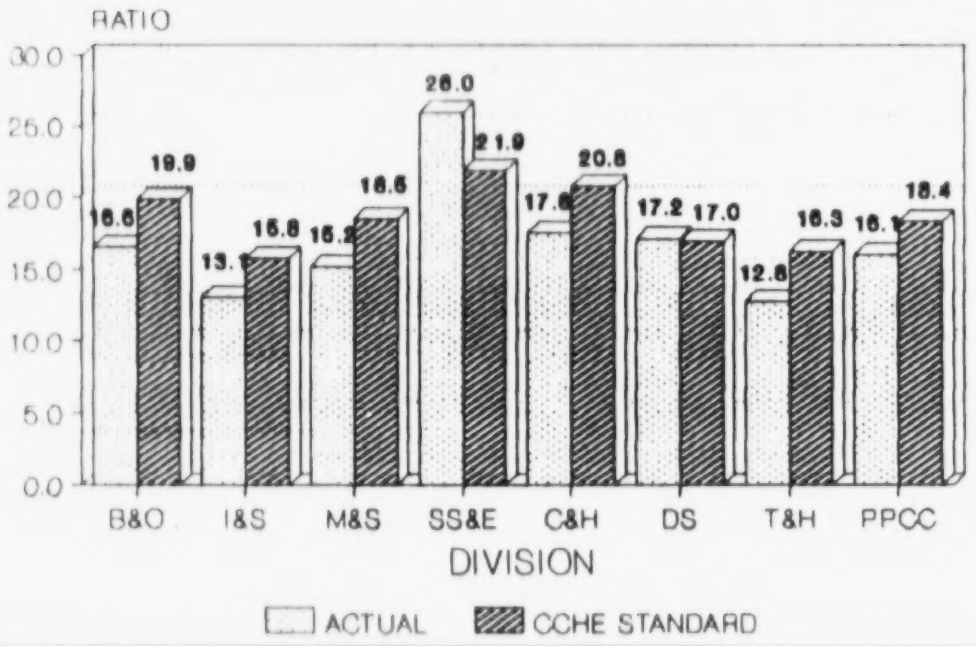

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Figure 30 shows the distribution of the faculty FTE. Each full step represents one academic year of employment at Pikes Peak Community College although faculty may enter in steps 0 through 5 depending on their qualifications and experience.

FIGURE 30

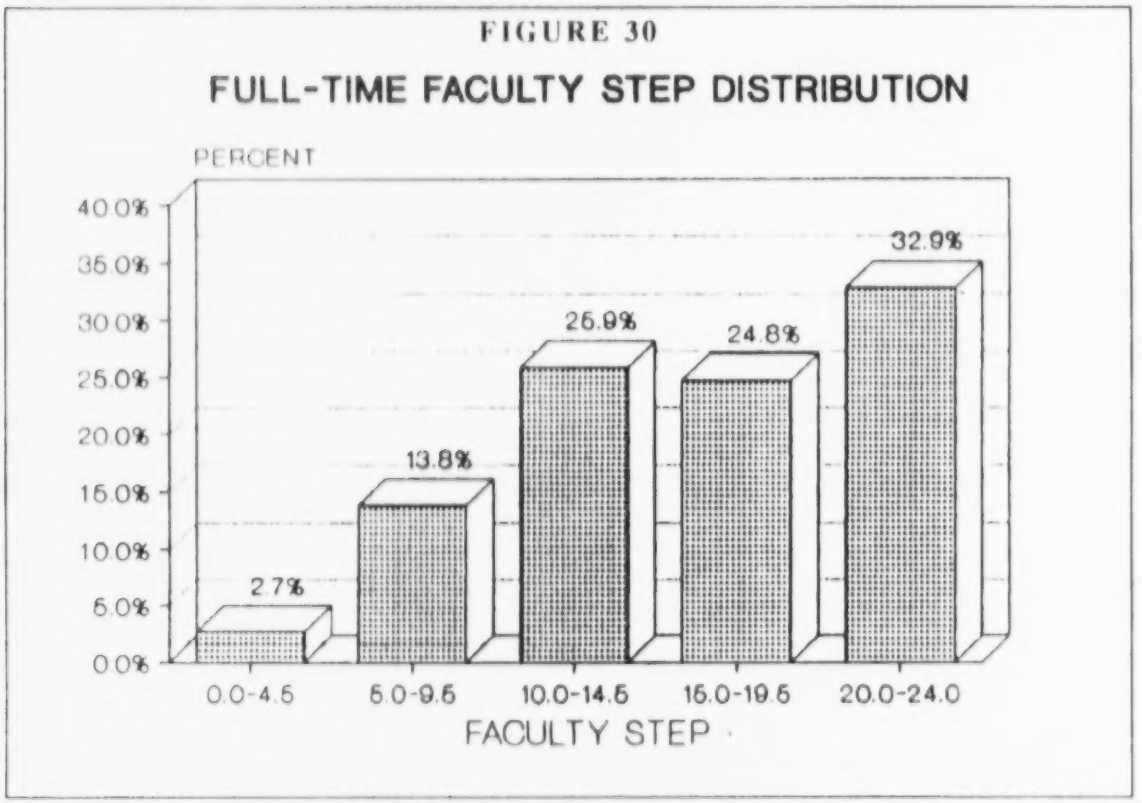

Table 7 shows the detail for FTE faculty at each level and step. Criteria for each level follows the chart.

TABLE 7

FULL-TIME FACULTY MATRIX *

STEP	LEVEL I	Ia	Ib	II	IIa	IIb	III	IIIa	IIIb	IV	IVa	TOTAL	SUBTOTAL
0										1		1.0	
0.5													
1													
1.5													
2				1								1.0	
2.5													
3													
3.5													
4				0.8								0.8	
4.5													3.8 (3%)
5				1.9			0.8					1.9	
5.5													
6				1.6			1			0.5		3.1	
6.5													
7	1			1			1					3.0	
7.5													
8					1							1.0	
8.5					1					1	1	3.0	
9				0.5				1		1		2.5	
9.5													14.5 (14%)
10	1						1				1	3.0	
10.5							1					1.0	
11	0.2			0.5	1	1						2.7	
11.5			1							0.5		1.5	
12								2		1		3.0	
12.5													
13	1			1	0.5					3	1	6.5	
13.5				0.5	1							1.5	
14				1	1	1				4		7.0	
14.5					1							1.0	27.2 (26%)
15				0.5	1					1	1	3.5	
15.5										1		1.0	
16					1					1	1	3.0	
16.5											1	1.0	
17				1.5		1		1		1	1	5.5	
17.5				1								1.0	
18				1		0.5	1	2			1	7.5	
18.5													
19					0.5		1			1		2.5	
19.5										1		1.0	26.0 (25%)
20	1	1		1	1		1			2	2	9.0	
20.5													
21				0.5	1		1		1		1	4.5	
21.5									1			1.0	
22					1.5		1			1	1	4.5	
22.5													
23				2			1	1.5		2	2	9.5	
23.5													
24							2	1		1	1	6.0	34.5 (33%)
TOTAL	4.2	1.0	1.0	20.1	12.5	3.5	13.8	8.5	2.0	34.0	15.0	105	105

* Includes 3.0 counselors, 2.0 library, and 0.5 special assignment.
Does not include 0.5 faculty on full-year sabbatical and 1.7 on leave w/o pay.

The level is according to the criteria below.

Level I

Academic faculty:
- Bachelors degree

Occupational Faculty:
- Bachelors degree plus minimum applicable occupational work experience
- Five years applicable occupational work experience
- Two years post-high school plus three years applicable occupational work experience.

Level Ia

Academic and Occupational faculty:
- 15 quarter (10 semester) hours additional approved course work or educational experience beyond Level I requirements.

Occupational Faculty:
- 1,000 hours additional approved occupational work experience beyond Level I requirements.

Level Ib

Academic and Occupational faculty:
- 15 quarter (10 semester) hours additional approved course work or educational experience beyond Level I requirements.

Occupational Faculty:
- 1,000 hours additional approved occupational work experience beyond Level I requirements.

Level II

Academic faculty:
- Masters degree

Occupational faculty:
- Masters degree plus minimum applicable occupational work experience.
- Bachelors degree plus three years applicable occupational work experience
- Two years post-high school plus five years applicable occupational work experience.

Level IIa

Academic and Occupational faculty:
- 15 quarter (10 semester) hours additional approved course work or educational experience beyond Level II requirements.

Occupational faculty:
- 1,000 hours additional approved occupational work experience beyond Level II requirements.

Level IIb

Academic and Occupational faculty:

- 15 quarter (10 semester) hours additional approved course work or educational experience beyond Level IIa requirements.

Occupational faculty:

- 1,000 hours additional approved occupational work experience beyond Level IIa requirements.

Level III

Academic faculty:

- Masters degree plus 45 quarter (30 semester) hours for specialists degree

Occupational faculty:

- Masters degree plus three years applicable occupational work experience
- Bachelors degree plus five years applicable occupational work experience

Level IIIa

Academic and Occupational faculty:

- 15 quarter (10 semester) hours additional approved course work or educational experience beyond Level III requirements

Occupational faculty:

- 1,000 hours additional approved occupational work experience beyond Level III requirements

Level IIIb

Academic and Occupational faculty:

- 15 quarter (10 semester) hours additional approved course work or educational experience beyond Level IIIa requirements

Occupational faculty:

- 1,000 hours additional approved occupational work experience beyond Level IIIa requirements

Level IV

Academic faculty:

- Masters degree plus 90 quarter (60 semester) hours of additional approved course work

Occupational faculty:

- Masters degree plus five years applicable occupational work experience
- Masters degree plus 45 quarter (30 semester) hours of additional approved course work and three years applicable occupational work experience

Level IVa

Doctors degree

CLASSIFIED EMPLOYEE INFORMATION

CLASSIFIED PROFILE

The gender mix for classified employees is shown in figure 31. The percentages are based on a total of 112.4 FTE appropriated fund classified employees. Females outnumber males by over two to one.

The ethnicity of classified employees is presented in figure 32. This chart is based on all classified employees (appropriated and non-appropriated) as of June 30, 1988.

Figure 33 is an age histogram for appropriated fund classified employees. A bell-shaped distribution is apparent with age group 35-39 representing the greatest frequency.

FIGURE 31

CLASSIFIED - GENDER

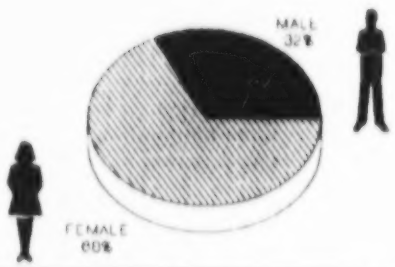

FIGURE 32

CLASSIFIED - ETHNICITY

FIGURE 33

CLASSIFIED AGE

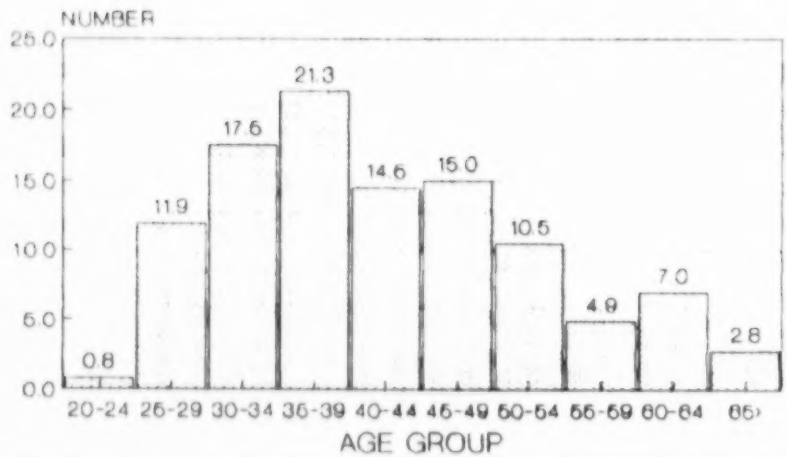

Figure 34 shows the grade distrubution for classified, appropriated fund employees. Figure 35 presents the corresponding step distribution totaled for all grades. Over 20% of the classified employees are in the highest step for their grade.

FIGURE 34
CLASSIFIED GRADE DISTRIBUTION

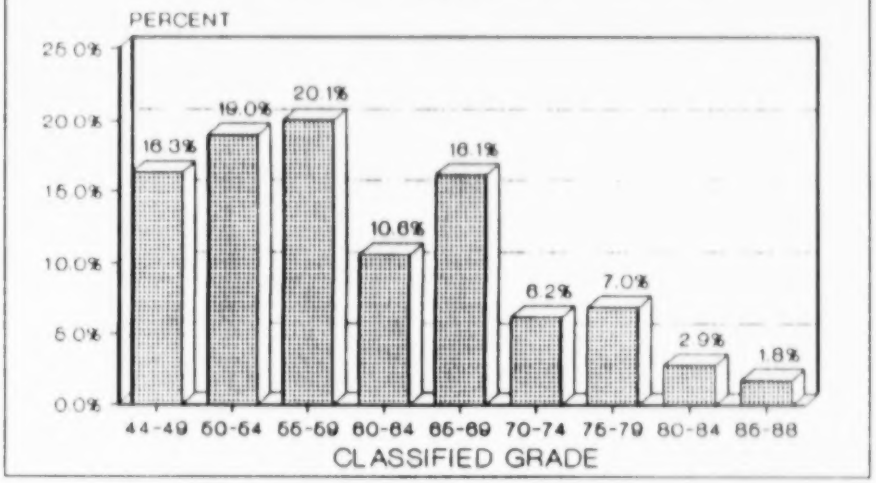

FIGURE 35
CLASSIFIED STEP DISTRIBUTION

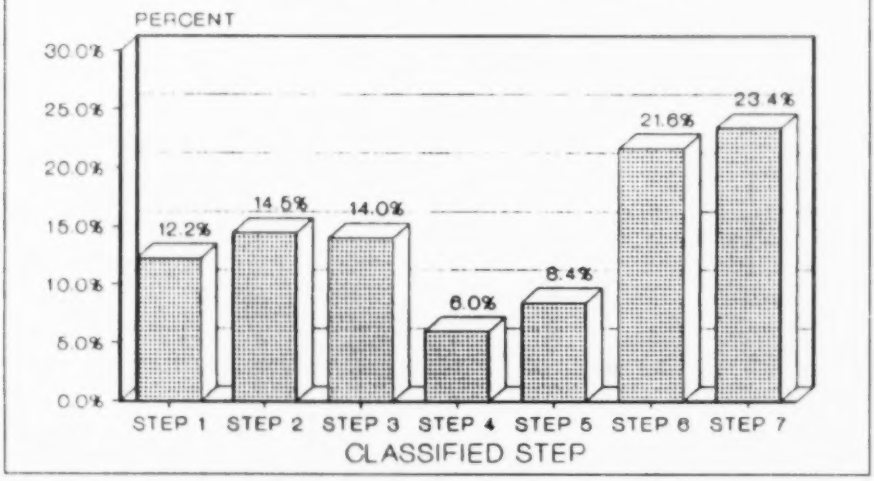

Table 8 is the classified matrix for appropriated fund employees which contains the details for the previous two figures. This table shows the number of FTE classified employees at each grade and step. Step progression is one step per year for steps 1 through 6. Then five years are required in step 6 before progressing to step 7.

TABLE 8

PIKES PEAK COMMUNTIY COLLEGE
CLASSIFIED MATRIX *

GRADE	STEP1	STEP2	STEP3	STEP4	STEP5	STEP6	STEP7	TOTAL
44	1	2						3.0
45								
46								
47	1.8	0.5				2		4.3
48			2				4	6.0
49	1.8	0.9	0.8	0.8		0.7		5.0
50								
51						1		1.0
52	2.5	5.3	2	1	2.7	4	1.8	19.3
53		1						1.0
54								
55	1.9				1			2.9
56	0.8	1	2			3		6.8
57			0.9		2	2	2.9	7.8
58		1	3					4.0
59			1					1.0
60						1		1.0
61	1	1	1			1		4.0
62			1			1	1.5	3.5
63				0.7	1.7		1	3.4
64								
65								
66				1		1		2.0
67								
68						1.5	7	8.5
69	1.9	0.7	1	1		2	1	7.6
70			1					1.0
71								
72								
73					1			1.0
74		1				1	3	5.0
75						1		1.0
76							1	1.0
77						1		1.0
78							1	1.0
79	1	0.8				1	1	3.8
80							1	1.0
81				1	1			2.0
82				0.2				0.2
83								
84								
85				1				1.0
86								
87								
88		1						1.0
TOTAL	13.7	16.2	15.7	6.7	9.4	24.2	26.2	112.1

* Two employees included at step 7 are actually paid at a superficially higher step to preserve pay. Actual classified FTE is 112.4 (0.3 rounding error).

ADMINISTRATION

E1
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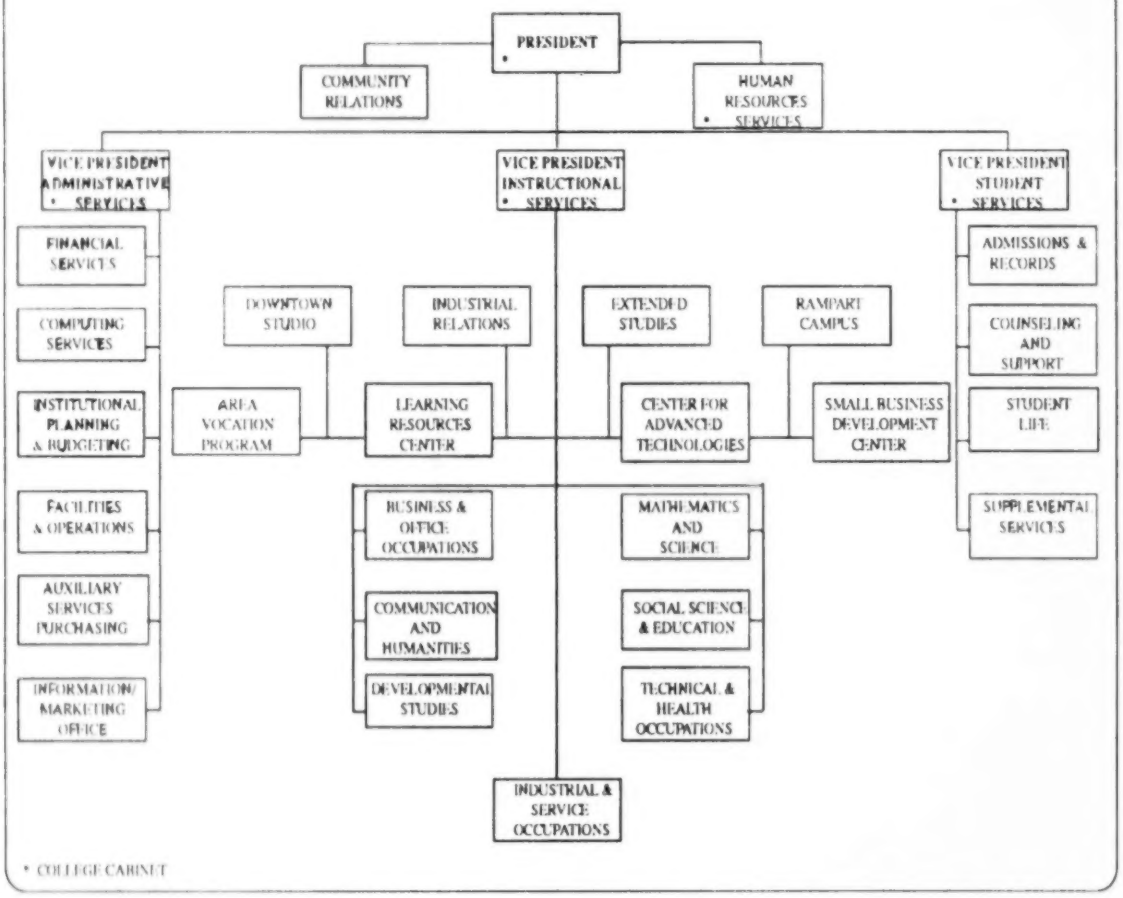
ADMINISTRATION

The college organization is represented by the chart at figure 36. There are three Vice Presidents who report directly to the President. College cabinet members are annoted by asterisk.

College cabinet members as of June 30, 1988 were as follows:

President:	* Dr. Cecil L. Groves
VP Adminstrative Services:	Dr. M. Jamil Qureshi
VP Instructional Services:	Mr. Don E. Goodwin
VP Student Services:	Mr. John D. Huff
Human Resources Services:	Ms. Pauline L. Spinuzzi

FIGURE 36



FINANCIAL INFORMATION

FINANCE

PROFILE:

The revenue allocated to the college for 87/88 is shown in figure 37.

Figure 38 shows the allocation of funds among the three operating areas of the college. Allocations of 67%, 20%, and 8% went to Instructional Services, Administrative Services, and Student Services respectively. Institutional expenses (not disrtibuted to the three areas) amounting to 5% include such costs as utilities and fire protection. These expenses show up in the 87/88 budget under Administrative Services although in future years they will be appropriately distributed to each of the different operational areas of the college.

FIGURE 37

REVENUE 87/88

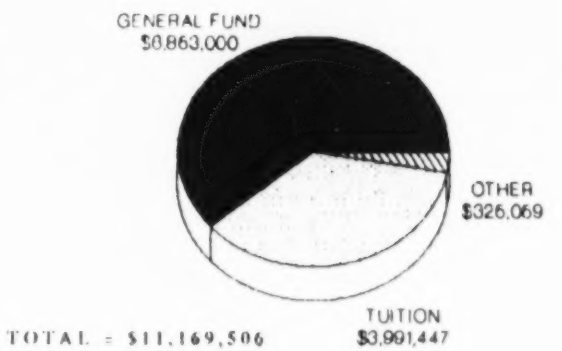
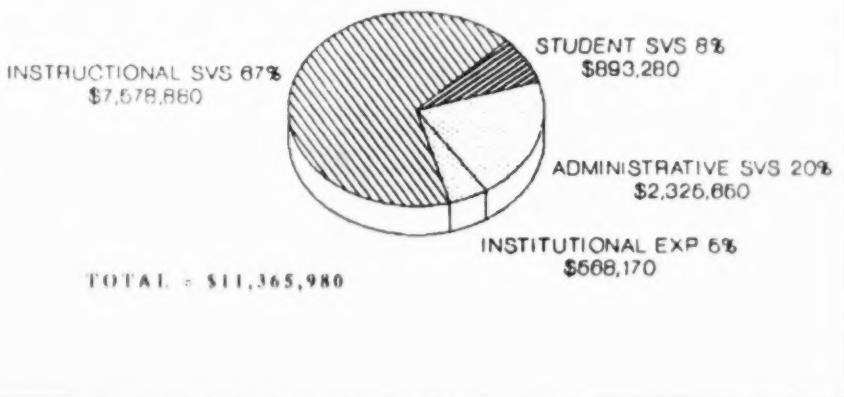


FIGURE 38

REVENUE ALLOCATION - 87/88



TRENDS:

The trends in revenue allocation to the college are shown in figure 39.

The trends in distribution of revenue to the three areas are shown in figure 40. Institutional expenses (not already distributed) of $568,170 are included in the Administrative Services figure for 87/88.

FIGURE 39
REVENUE - 83/84 TO 87/88

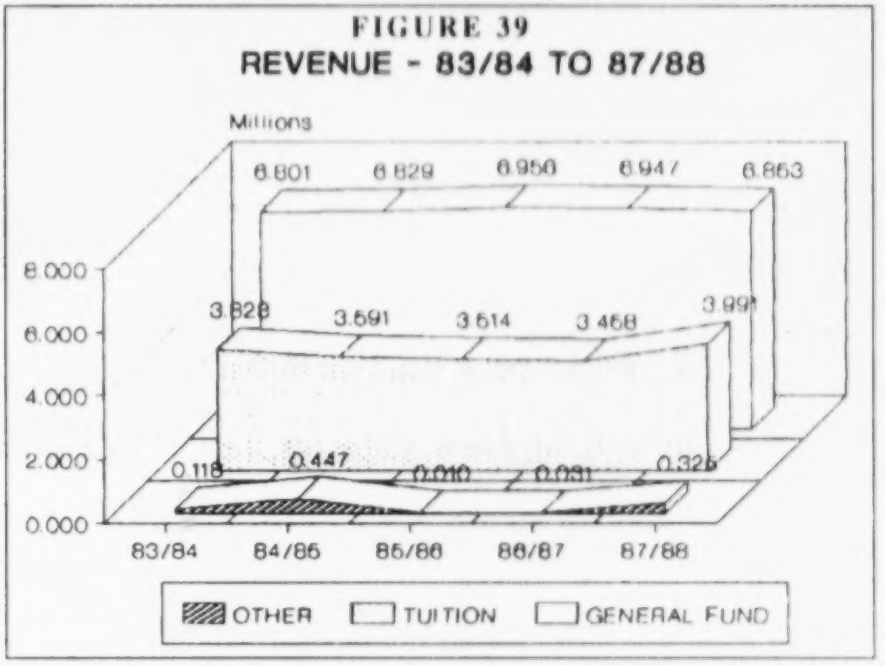


FIGURE 40
REVENUE ALLOCATION - 83/84 TO 87/88

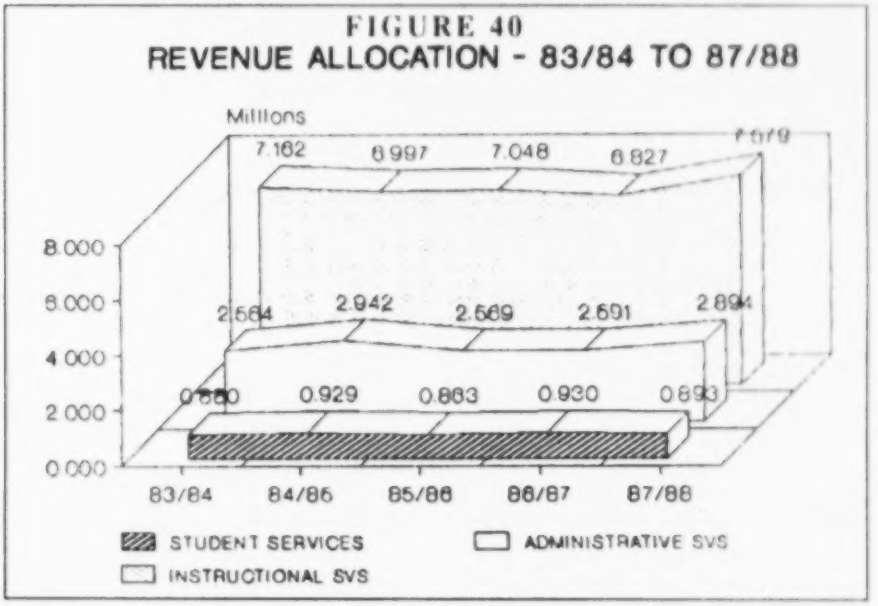
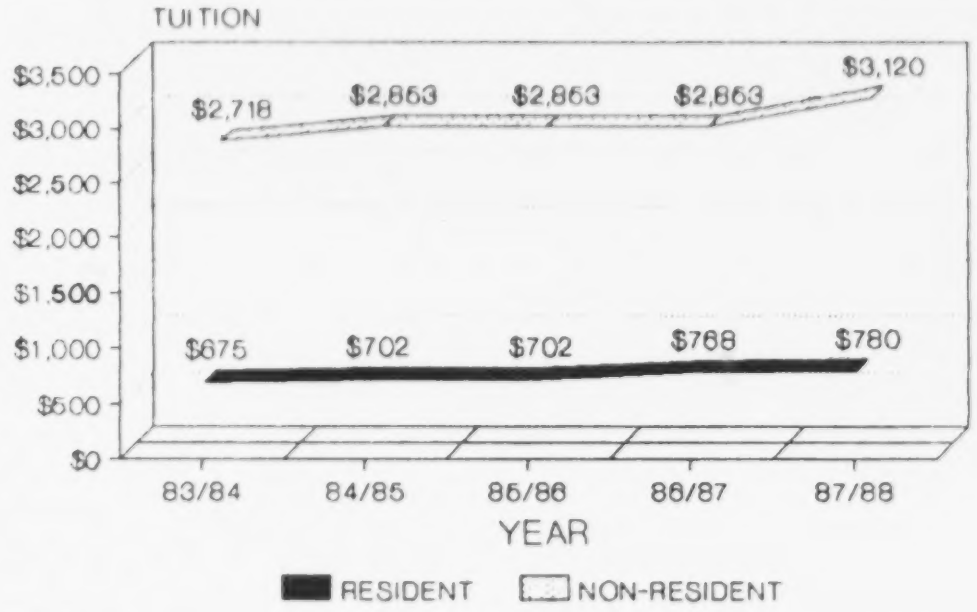


Figure 41 shows the trend in annual tuition for a full-time student over the past five years. This represents the tuition for two semesters for a student carrying 12 to 18 credit hours.

FIGURE 41

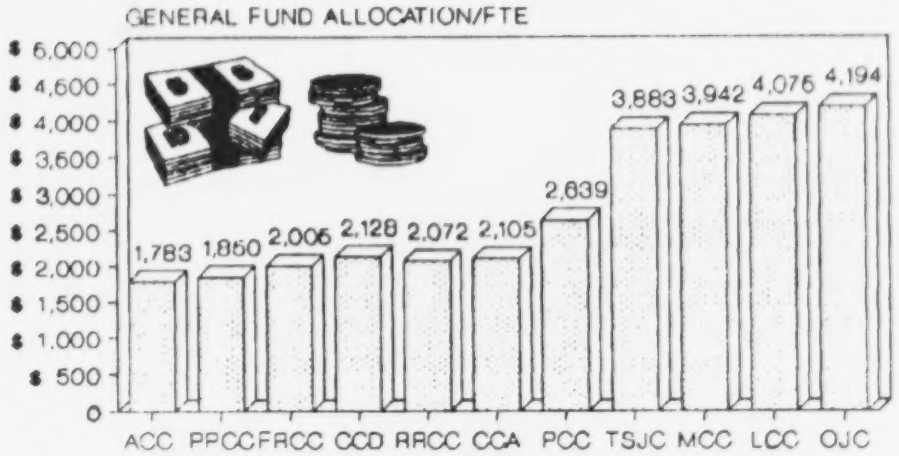
ANNUAL TUITION TREND - FULL-TIME STUDENT



COMPARISON:

Figure 42 compares the general fund allocations per FTE for each of the SBCCOE colleges. The four colleges to the right of the chart are funded according to a small college formula different from the others. Pikes Peak Community College received about $1,850 for each FTE student.

FIGURE 42
87/88 GEN FUND ALLOCATIONS/FTE - SBCCOE

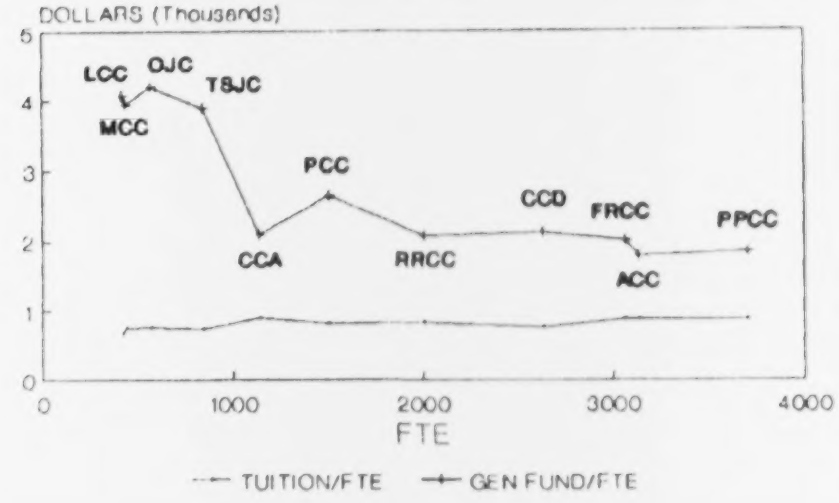


ACC - Arrapahoe Community College
PPCC - Pikes Peak Community College
FRCC - Front Range Community College
CCD - Community College Denver
RRCC - Red Rocks Community College
PCC - Pueblo Community College
MCC - Metro Community College
LCC - Lamar Community College
OJC - Otero Junior College
TSJC - Trinidad State Junior College
CCA - Community College Aurora

FTE versus allocation/FTE for the SBCCOE colleges is presented in an XY graph in figure 43. Although tuition per FTE is fairly level by FTE, the trend for the general fund is that more student FTE implies less general funding per FTE.

FIGURE 43

FTE VERSUS ALLOCATION/FTE - SBCCOE 87/88



FACILITIES

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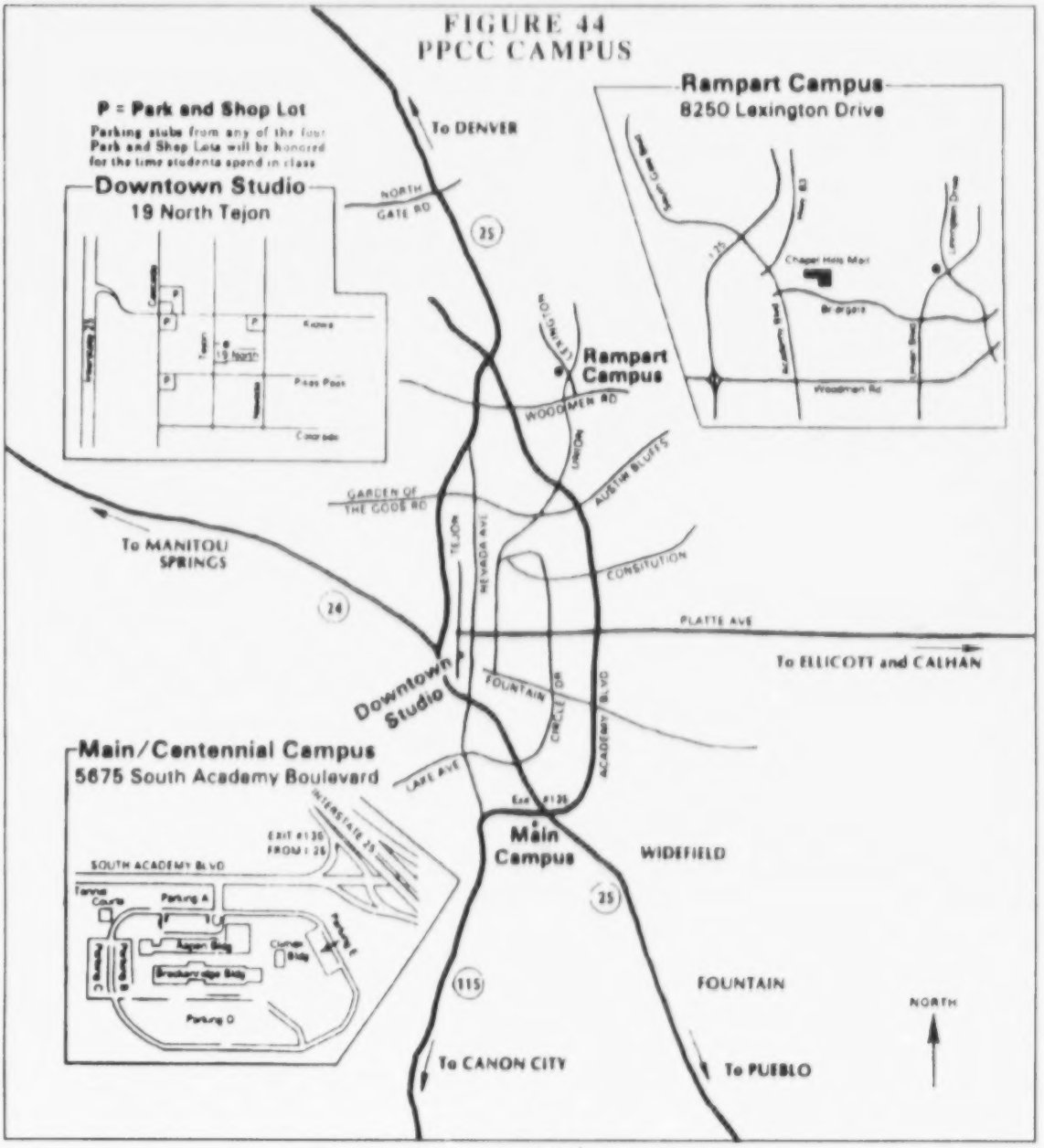
FACILITIES

The Centennial (Main) Campus of Pikes Peak Community College is located on 212 acres at the southwest edge of Colorado Springs as shown in figure 44. Classes are also conducted at a Downtown Studio and at Rampart High School as shown on the map.

Three megastructure type buildings house 82 classrooms and laboratories, a library, threatre, gymnasium, day care center, dining facilities, student center, and a bookstore. The total facility consists of approximately 312,000 gross square feet.

FIGURE 44
PPCC CAMPUS



GLOSSARY

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GLOSSARY

AREA VOCATIONAL PROGRAM (AVP) - Skill training program for high school juniors and seniors who attend the college through a contract with participating school districts.

ASSOCIATE OF APPLIED SCIENCE (A.A.S.) DEGREE - Program with a minimum of 60 credit hours to prepare students to enter skilled and/or paraprofessional occupations.

ASSOCIATE OF ARTS (A.A.) DEGREE - Program with a minimum of 60 credit hours intended for transfer to baccalaureate programs offered by senior colleges and universities.

ASSOCIATE OF GENERAL STUDIES (A.G.S.) DEGREE - Program with a minimum of 60 credit hours which, although not intended primarily for transfer, includes at least 30 hours which should be transferable. Allows for a variety of courses to be developed into a personalized program to meet the students needs.

ASSOCIATE OF SCIENCE (A.S.) DEGREE - Program with a minimum of 60 credit hours intended for transfer to baccalaureate programs offered by senior colleges and universities.

COLORADO COMMISSION ON HIGHER EDUCATION (CCHE) - Commission which establishes policies, procedures, and programs to guide state supported institutions of higher education in Colorado.

CERTIFICATE PROGRAMS - Provide certificates of achievement for successful completion of a prescribed program of study in one of several areas of study. These programs vary in length from one academic term to three terms.

COLORADO GRANT - One-year grants of up to $2,000 available to Colorado residents who demonstrate the need for such assistance.

COLORADO WORK STUDY - Program to provide financial assistance (based on need) in the form of part-time employment not to exceed 20 hours per week.

COLORADO SCHOLARSHIP - One-year scholarships not to exceed cost of tuition and mandatory fees. Awarded on the basis of academic achievement (e.g. 3.00 GPA) or special talent.

COLORADO STUDENT INCENTIVE GRANTS (CSIG) - Incentive grants available to eligible students with substantial financial need. CSIG monies are matched dollar for dollar with state monies and may not exceed $2,000 per fiscal year.

DUPLICATED HEADCOUNT ENROLLMENT - Enrollment count which counts a student more than once. This may occur when a student is counted in each program or when the student is counted for each semester attended during the academic year.

FULL TIME EQUIVALENT (FTE) STUDENT ENROLLMENT - Represents student enrollment based on credit hours taken. 15 credit hours equals one semesterized FTE while 30 credit hours equals one annualized FTE.

FULL-TIME STUDENT - A student who is enrolled in at least 12 credit hours in the fall or spring semesters.

GUARANTEED STUDENT LOAN - Undergraduate student loans at the lending institutions discretion based on certain qualifications provided in amounts of up to $2,625 per year.

HEADCOUNT ENROLLMENT - Total number of students enrolled regardless of full-time or part-time status.

PELL GRANT - Federal student aid program designed to provide assistance to any student who qualifies on the basis of financial need.

STATE BOARD FOR COMMUNITY COLLEGES AND OCCUPATIONAL EDUCATION (SBCCOE) - Board appointed by the govenor consisting of 9 voting members plus a non-voting faculty representative and a non-voting student representative. Provides control and direction for Pikes Peak Community College.

STUDENT-TO-FACULTY RATIO - Ratio representing the number of FTE students for each FTE faculty.

SWEEP - A program which allows the student to earn college credit by satisfying course objectives through a combination of regular classroom activities, independent study, intensive and accelerated classroom instruction, and demonstrated prior knowledge.

ERIC Clearinghouse for Junior Colleges MAY 05 1989